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ABSTRACT

This teacher's instructional guide, which is part of a family and consumer sciences education series focusing on a broad range of employment opportunities, is intended to assist teachers responsible for teaching one- and two-year interior design programs for Texas high school students. The following are among the items included: (1) introductory materials (course description; overview of course design; list of facilities, equipment, and resources; information about Family, Career, and Community Leaders of America; instructions for using the guide); (2) pertinent Texas Essential Knowledge and Skills; (3) sample block plans and block planning master; (4) recommended instructional strategies; (5) supervised career connections experiences; (6) blended activities; (7) creative ideas for presenting the material (including team activities, resource persons, case studies, listening teams, debate, brainstorming, games, and Internet activities); (8) list of 86 print, organizational, and Internet resources; and (9) 93 teaching aids. The following are among the topics covered in the program: using design practices to evaluate interiors; lighting for interiors; choosing background materials for interior settings; effective

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decision making for interior environments; the roles of furniture and appliances in interior design; the role of accessories in interior design; employability skills; careers in interior design; and supervised career connections experience. (MN)

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Interior Design

Teacher's Instructional Guide

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Family and Consumer Sciences Education
Texas Education Agency
Austin, Texas

CE 081 086

Interior Design

Teacher's Instructional Guide

Developed and disseminated by:
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(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

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(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

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TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 22375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974

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Course Description

Interior Design (INTR-DSG) **12208310**
Recommended Grade Placement: 10-12 Credit: 1/2
Recommended Prerequisite: Housing

This technical laboratory course focuses on the design of residential and nonresidential interior environments to achieve occupant well-being and productivity. Content addresses design practices and influences, lighting, materials, furnishings, legal considerations, and the impact of technology on interiors. Budgeting, consumer decision making, safety, the care and maintenance of interiors, career preparation, and the management of multiple adult roles are emphasized.

Overview of Course Design

The process of developing the essential knowledge and skills focused on bringing all Family and Consumer Sciences content up-to-date in reflecting cultural, societal, demographic, economic, and technological changes. Further, in order to accommodate the content additions and redirections necessary to achieve relevance, constraints on instructional time forced dropping content that, while "nice to know" is not "absolutely essential" in today's society. Following are examples of these and other new directions/emphases not evident in the above description of this course:

Interior Design:
    focuses on drafting techniques that facilitate space planning
    focuses on cost control and resource allocation in interior design
    focuses on guidelines for arranging accessories
    focuses on verbal, nonverbal, written, and electronic communication skills
    focuses on leadership and teamwork in preparation for adult roles
    focuses on promoting an appreciation and understanding of cultural diversity
    focuses on career options, preparation requirements, and management practices
    focuses on application of school-based learning in family, community, and career settings

Facilities, Equipment, and Resources

This technical course utilizes a state-of-the-art content laboratory arrangement that accommodates development of Interior Design essential knowledge and skills through locally selected instructional strategies. There being no textbooks for this course, utilization of a rich variety of up-to-date resources and technologies, including computers, software, computer-aided design (CAD) systems, and the information super highway, and a rich variety of hands-on laboratory experiences are critical for enriched instructional effectiveness, relevance, and retention.

Family, Career and Community Leaders of America

Family, Career and Community Leaders of America activities can be most effectively structured to serve as one of the many methods of instruction used in the classroom (i.e., independent study, group work, role play, questioning). As a method of instruction, activities of the organization reflecting specific family and consumer sciences content are incorporated into the Interior Design course. Chapter activities need to be designed to accommodate chapter projects, community needs, and the desires of the students involved.

FCCLA activities are included as integral parts of instruction within several components of this instructional guide. Each instance is denoted by the FCCLA emblem in the margin.

- **Instructional Strategies** – FCCLA activities are written into the individual strategy when the project or program is an integral part of that specific learning experience.
- **Instructional Strategies** – Suggested FCCLA activities are provided in a box at the end of the numbered set of strategies to generate additional ideas for projects and programs that are relevant to the overall Texas Essential Knowledge and Skills (TEKS) statement, but not tied to a specific strategy.
- **Supervised Career-connections Experiences** – Throughout the course, FCCLA projects and programs are suggested that, depending on depth and extent, could constitute a supervised career-connections experience.
- **Blended Activities** – A separate page has been included in this section to provide ideas for FCCLA projects and programs that address multiple Texas Essential Knowledge and Skills.

As a method of instruction rather than the sole point of instruction, Family, Career and Community Leaders of America programs and projects will be present in instruction but not itemized in block plans. A chapter's organizational structure and the teacher's approach to utilizing the organization as a method of delivering course content will influence whether to have chapter activities once a week, once a month, or have some activity related to the content filtered into the curriculum on a more regular basis.

Resources available from the organization's national headquarters to assist with starting a chapter and integrating it into the curriculum are the *Co-Curricular Guide* and *FCCLA Handbook*. Additional national resources helpful to Interior Design teachers and students include handbooks for the various national programs, such as *Student Body, Power of One, FCCLA Career Connection,* and *Leaders at Work*.

How to Use the Instructional Guide

You will be able to utilize the *Interior Design Teacher's Instructional Guide* most effectively if you first understand all components and how they work together. Read through the Table of Contents and familiarize yourself with the various components of the instructional guide. Following are descriptions and suggestions for utilizing components within each section to maximize instructional effectiveness.

INTRODUCTION

Read the Introduction for information specific to the course on
- Course Description
- Overview of Course Design
- Facilities, Equipment, and Resources
- Family, Career and Community Leaders of America

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

Familiarize yourself with the TEKS for Interior Design. A copy of the Texas Administrative Code, Chapter 122.83, is provided in this document for your convenience.

The Texas Essential Knowledge and Skills are presented in a two-column format. In the left column are the numbered general knowledge and skills statements, [i.e., (1), (2), (3)]. In the right column are the related statements of expected student performance, sometimes referred to as knowledge and skills expectations [i.e., (A), (B), (C)]. Two pages have been allotted in the **Instructional Strategies** section for instructional strategies addressing each statement of expected student performance. Additional strategies that simultaneously address multiple statements of expected student performance are included in the **Supervised Career-connections Experiences** and **Blended Activities** sections of the instructional guide.

BLOCK PLANS

The block plans are included strictly as one example of how each course might be carried out in the available instructional time. It is intended that the block plans will serve only as an aid to teachers in planning instruction for the Texas Essential Knowledge and Skills for the course.

There will be many instances where time allotments as shown on the block plans will vary from time allotments as planned in your classroom. Factors impacting actual allotment include class size, length of class period, the school calendar, and local district policies. Also, time allotment will vary according to selected instructional strategies and the degree of emphasis placed on specific strategies and TEKS.

Local districts are encouraged to use the blank block forms found in this section to customize plans to accommodate other scheduling arrangements or to otherwise meet individual needs.

INSTRUCTIONAL STRATEGIES

Several instructional strategies are provided for each statement of expected student performance. It is not expected that you would use all strategies, but that you would select from the options those that best meet the needs of your students.
One of your greatest challenges in teaching the new TEKS is that of providing students with updated content information. Information changes so rapidly, and sources of information are so varied, that it is inappropriate and virtually impossible for the instructional guide to narrowly define much of the actual content. While some instructional strategies have built in obvious sources of information input, it is important for you to consciously seek and provide sources of information for each knowledge and skills expectation. The *Teacher's Instructional Guide* provides direction for resources and some background information sheets for both student and teacher use. Keeping abreast of content information can be accomplished through professional development, curriculum resources, professional organizations, and personal study. It is vital for all teachers continually to bring course content up-to-date.

The most important consideration is that students be enabled to meet each knowledge and skills expectation. Ask yourself continually, "How can I provide instruction so that students will know and be able to do what is expected?" As you analyze the student expectation provided in the shaded box at the top of each set of strategies, be sure to put that statement in the context of the general knowledge and skills statement.

> *For example, TEKS 1A states: The student is expected to apply elements and principles of design to interiors. Remember that TEKS 1A through 1G all fall under TEKS 1: The student utilizes effective design practices to evaluate residential and nonresidential interiors.*

To help you frame this important connection, ten divider pages have been inserted within the instructional strategies – one before each new numbered TEKS statement.

The **Instructional Strategies** section has been designed to teacher specifications – to facilitate ease of use and to provide as much needed information as possible. The following aids have been built into the format.

Notes Column

The Notes column on the outside of each page was designed to provide space for your own notes and to display information and icons that point out the following:

- where Teaching Aids provided in the guide have been used within the strategies
- strategies which correlate with exit level TAAS objectives and academic principles for reading, writing, mathematics, science, and social studies
- strategies that utilize technology applications
- opportunities for integration of FCCLA programs and projects within specific strategies

TA 1 The Elements of Design

TAAS WRITING

🖥

FCCLA

Strategy Headers

Each instructional strategy has been given a number and header designation so that you can easily locate and reference specific strategies and tell at a glance what general methodology is involved. In addition, the light bulb icon beside a header indicates that creative techniques related to the methodology are suggested in the **Creative Ideas** section.

Following are examples of headers used, with brief explanations or comments where titles may not be self-explanatory. The **Creative Ideas** section provides elaboration on many of these techniques.

- **AUDIOTAPE**
- **BRAINSTORMING** (see the Creative Ideas section)
- **CASE STUDY** (see the Creative Ideas section)
- **CLASS DISCUSSION**
- **DEBATE** (see the Creative Ideas section)
- **DEMONSTRATION**
- **EDUCATIONAL TOUR**
- **GAME** (see the Creative Ideas section)
- **GROUP ACTIVITY** (see the Creative Ideas section)
- **GUEST SPEAKER** (see the Creative Ideas section)
- **INDIVIDUAL ACTIVITY**
- **INTERNET SEARCH/ACTIVITY** (see the Creative Ideas section)
- **INTERVIEW**
- **LABORATORY EXPERIENCE**

- **OBSERVATION**
- **ORAL PRESENTATION** (see the Creative Ideas section)
- **PANEL DISCUSSION** (see the Creative Ideas section)
- **PROBLEM SOLVING**
- **PROJECT**
- **RESEARCH** – The header usually designates the systematic search for and collection of information about a particular subject, although some activities may involve more extensive research methods or more formal research projects.
- **ROLE PLAY**
- **SCENARIO** (see the Creative Ideas section)
- **SKIT**
- **SURVEY**
- **SYMPOSIUM** – In a symposium format, several persons present short, prepared speeches to a group on various aspects of a topic. Members of the group may ask questions after presentations are made. For example, three or four students research a particular topic and present information to the class; class members then dialogue with the presenters through questioning following the presentation.
- **TEAMWORK** (see the Creative Ideas section)
- **VIDEOTAPE** – Few videotapes are referenced by name other than those available from The Curriculum Center for Family and Consumer Sciences; these are suggested as samples because they have been previewed for content and appropriateness. Teachers are encouraged to utilize additional videotapes they have personally previewed for appropriateness.
- **VISUAL DISPLAY** (see the Creative Ideas section)
- **WRITTEN EXERCISE**

Resources

Space is provided at the end of each set of strategies for resources pertinent to each knowledge and skills expectation. Specific books, periodicals, agencies and organizations, videotapes, and Web sites are often listed, and space is provided for you to list additional resources.

A complete bibliography of all resources is provided under the tabbed divider, **Resources**.

SUPERVISED CAREER-CONNECTIONS EXPERIENCES

Examples of career-connections experiences for students enrolled in the Interior Design course are provided. The "Note to the Teacher" on the introductory page to this section provides additional information about supervised career-connections experiences. Teaching Aid 87, ***Activity Assessment***, has been provided as an example of an assessment tool for experiences such as these.

BLENDED ACTIVITIES

Blended activities are teaching and learning strategies that encompass several knowledge and skills expectations. These activities promote student learning of multiple TEKS simultaneously through hands-on, project-based, and/or problem-solving activities.

Blended activities provide extension and application of the basic knowledge and skills developed in strategies that address each individual student expectation. Some also serve as a means of authentic assessment. Teaching Aid 87, ***Activity Assessment***, is also appropriate for many blended activities.

Included in the **Blended Activities** section are suggestions for FCCLA projects and programs that address multiple knowledge and skills expectations.

CREATIVE IDEAS

The rationale for this section, and guidelines for use, are provided on the section introductory page. Please read the **Creative Ideas** section! It provides many ideas for promoting active learning, as well as suggestions for saving teacher time and enhancing student learning and skills development.

TAAS OBJECTIVES AND PROFICIENCY

In response to teacher requests, a tabbed divider has been provided as a placeholder for filing updated TAAS objectives. This convenience, along with the icons for reading, writing, mathematics, science, and social studies in the Notes column of Instructional Strategy pages, will help you reinforce important academic concepts related to Interior Design content.

RESOURCES

The resource section includes a bibliography of resource ideas generated by writers and reviewers of the document. Resources, which are listed alphabetically, include books, periodicals, agencies and organizations, videotapes, and Web sites.

A separate divider/section has been provided so you can add additional resources that you locate or obtain through professional development sessions.

TEACHING AIDS

In response to popular demand, teaching aids include transparency masters, student information sheets, activity sheets, assessment devices, and other tools to facilitate instruction (and save teacher development time!).

Chapter 122. Texas Essential Knowledge and Skills for Home Economics Education

Subchapter I. Environmental Design, High School

Statutory Authority: The provisions of this Subchapter I issued under the Texas Education Code, §28.002, unless otherwise noted.

§122.81. Implementation of Texas Essential Knowledge and Skills for Home Economics Education, Environmental Design, High School.

The provisions of Chapter 122, Subchapters B-K shall supersede §75.83 of this title (relating to Vocational Home Economics) beginning September 1, 1998.

Source: The provisions of this §122.81 adopted to be effective September 1, 1998, 22 TexReg 5031.

§122.83. Interior Design (One-Half Credit).

(a) General requirements. This technical laboratory course is recommended for students in Grades 10-12. The recommended prerequisite for this course is Housing.

(b) Introduction. Environmental design addresses psychological, physiological, and sociological needs of individuals by enhancing the environments in which they live and work. Individuals use knowledge and skills related to interior and exterior environments, construction, and furnishings to make wise consumer decisions, increase productivity, and compete in industry.

(c) Knowledge and skills.

(1) **Interior environments.** The student utilizes effective design practices to evaluate residential and nonresidential interiors.

The student is expected to:

(A) apply elements and principles of design to interiors;

(B) plan for effective use of space zones and placement of furnishings;

(C) determine drafting techniques, including scaled drawings, that facilitate space planning;

(D) determine the effect of technology on interior design practices;

(E) differentiate design practices to meet individual, business, and special needs;

(F) describe energy conservation practices that affect interior design; and

(G) summarize laws, public policies, and regulations impacting interior environments.

(2) **Interior environments.** The student determines appropriate lighting for residential and nonresidential interiors.

The student is expected to:

(A) analyze the functions and principles of lighting;

(B) compare lighting types and methods of control; and

(C) recommend lighting applications for specific interior needs.

(3) **Interior environments.** The student chooses appropriate background materials to complement various residential and nonresidential interior settings.

The student is expected to:

(A) compare criteria for selection, use, and care of floor coverings;

(B) evaluate selection, use, and care of wall treatments;

(C) explain selection and care of ceilings; and

(D) evaluate the selection, use, and care of window treatments and their suitability for various window types.

(4) **Interior environments.** The student demonstrates effective decision-making skills in applying principles of design and space to residential and nonresidential interior environments.

The student is expected to:

(A) describe the relationship of interior decisions to individual and family needs and wants;

(B) describe the influences of demographics, society, and culture on interior design decisions;

(C) explain the relationship of economics to interior environments; and

(D) propose strategies for controlling costs, allocating resources, and budgeting for acquisition of products to enhance interior environments.

(5) **Furniture, appliances, and accessories.** The student evaluates the role of furniture in interior design for residential and nonresidential settings.

The student is expected to:

(A) describe characteristics of period styles;

(B) determine the influence of period styles on interior design;

(C) summarize selection and care of quality furniture;

(D) assess aesthetic and functional aspects of furniture; and

(E) describe the impact of technology on furniture.

(6) **Furniture, appliances, and accessories.** The student determines the role of appliances in interior design for residential and nonresidential settings.

The student is expected to:

(A) analyze the functional and aesthetic aspects of appliances;

(B) determine the process for selection of appliances;

(C) explain the safe use and care of appliances; and

(D) describe the impact of technology on appliances.

(7) **Furniture, appliances, and accessories.** The student evaluates the role of accessories in interior design for residential and nonresidential settings.

The student is expected to:

(A) identify types of accessories;

(B) describe criteria for selection of accessories;

(C) analyze care of accessories; and

(D) practice guidelines for arranging accessories.

(8) **Career preparation.** The student exhibits employability skills.

The student is expected to:

(A) demonstrate effective methods to secure, maintain, and terminate employment;

(B) demonstrate effective verbal, nonverbal, written, and electronic communication skills;

(C) demonstrate positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership; and

(D) demonstrate skills, characteristics, and responsibilities of leaders and effective team members.

(9) **Career preparation.** The student makes informed career decisions that reflect personal, family, and career goals.

The student is expected to:

(A) determine employment and entrepreneurial opportunities and preparation requirements in interior design;

(B) propose short-term and long-term career goals;

(C) evaluate the effect of interior design careers on family life;

(D) describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles;

(E) assess factors affecting a safe working environment; and

(F) describe personal and interior design career applications of technology.

(10)	**Career preparation.** The student completes a supervised career-connections experience applying knowledge and skills developed in the study of interior design.	The student is expected to: (A) determine home and business applications of knowledge and skills developed in the study of interior design; and (B) utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of interior design.

Explanation of Block Plans

NOTE TO THE TEACHER

The block plans are included strictly as one example of how each course might be carried out in the available instructional time. It is intended that the block plans will serve only as an aid to teachers in planning instruction for the Texas Essential Knowledge and Skills for the course.

There will be many instances where time allotments as shown on the block plans will vary from time allotments as planned in your classroom. Factors impacting actual allotment include class size, length of class period, the school calendar, and local district policies. Also, time allotment will vary according to selected instructional strategies and the degree of emphasis placed on specific strategies and TEKS.

Local districts are encouraged to use the blank block forms found in this section to customize plans to accommodate other scheduling arrangements or to otherwise meet individual needs.

Interior Design

Sample Six Weeks Plan
55 minute periods

1st Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	*Career Introduction* **10A & B** *Introduction to career-connections experiences*	***EKS #1 Effective Design Practices to Evaluate Residential and Nonresidential Interiors*** **1A** *Elements and principles of design in relation to interiors*			
Week 2	**1A** *Continued* →		**1B** *Effective use of space zones and placement of furnishings*		
Week 3	**1C** *Drafting techniques, including scaled drawings, that facilitate space planning*				**1D** *Effect of technology on interior design practices*
Week 4	**1D** *Continued*	**1E** *Design practices to meet individual, business, and special needs* →			
Week 5	**1F** *Energy conservation practices that affect interior design*	**1G** *Laws, public policies, and regulations impacting interior environments*		***EKS #2 Appropriate Lighting*** **2A** *Functions and principles* **2B** *Lighting types and methods of control* **2C** *Lighting applications for specific interior needs*	
Week 6	***EKS #3 Appropriate Background Materials*** **3A** *Criteria for selection, use, and care of floor coverings*		**3B** *Selection, use, and care of wall treatments*	*Review*	*Test*

Interior Design

Sample Six Weeks Plan
55 minute periods

2nd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**3C** *Selection and care of ceilings*	**3D** *Selection, use, and care of window treatments and their suitability for various window types*			***EKS #4 Effective Decision-making Skills*** **4A** *Relationship of interior decisions to individual and family needs and wants*
Week 2	**4A** *Continued*	**4B** *Influence of demographics, society, and culture on interior design decisions*		**4C** *Relationship of economics to interior environments*	**4D** *Strategies for controlling costs, allocating resources, and budgeting for acquisition of products*
Week 3	**4D** *Continued*	***EKS #5 Role of Furniture in Interior Design*** **5A** *Characteristics of period styles*		**5B** *Influence of period styles*	**5C** *Selection and care of quality furniture*
Week 4	**5C** *Continued* →		**5D** *Aesthetic and functional aspects of furniture*	**5E** *Impact of technology on furniture*	***EKS #6 Role of Appliances in Interior Design*** **6A** *Functional and aesthetic aspects of appliances*
Week 5	**6B** *Process for selection of appliances*	**6C** *Safe use and care of appliances*	**6D** *Impact of technology on appliances*	***EKS #7 Role of Accessories in Interior Design*** **7A** *Types of accessories* **7B** *Criteria for selection* **7C** *Care of accessories*	
Week 6	**7D** *Guidelines for arranging accessories*	***EKS #8 Employability Skills*** **8C** *Positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership*	**8D** *Effective leaders and team members*	*Review*	*Test*

Interior Design

Sample Six Weeks Plan
55 minute periods

3rd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**8A** *Methods to secure, maintain, and terminate employment*	**8B** *Effective communication skills*	***EKS #9 Career Decisions that Reflect Goals*** **9A** *Employment and entrepreneurial opportunities and preparation requirements*	**9B** *Short-term and long-term career goals* **9C** *Effect of interior design careers on family life*	**9D** *Management practices facilitating individuals assuming multiple roles*
Week 2	**9D** *Continued*	**9E** *Factors affecting a safe working environment*	**9F** *Personal and interior design career applications of technology*	***EKS #1-7 Comprehensive Drafting/ Design Project***	
Week 3	***Comprehensive Drafting/Design Project***		→		
Week 4	***Comprehensive Drafting/Design Project***		→		
Week 5	***Comprehensive Drafting/Design Project***		→		
Week 6	***Comprehensive Drafting/Design Project***	***EKS #10 Career-Connections Experiences*** **10A & B** *Culmination of career-connections experiences*		*Review*	*Exam*

Interior Design

Sample Six Weeks Plan
90 minute periods

1st Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #1 Effective Design Practices*** *Course Introduction* **10A & B** *Introduction to career-connections experiences* **1A** *Elements and principles of design in relation to interiors*		**1A** *Continued*		**1A** *Continued*
Week 2		**1A** *Continued* **1B** *Effective use of space zones and placement of furnishings*		**1B** *Continued*	
Week 3	**1C** *Drafting techniques, including scaled drawings, that facilitate space planning*		**1C** *Continued*		**1D** *Effect of technology on interior design practices* **1F** *Energy conservation practices*
Week 4		**1E** *Design practices to meet individual, business, and special needs*		**1E** *Continued*	
Week 5	**1G** *Laws, public policies, and regulations impacting interior environments*		***EKS #2 Appropriate Lighting*** **2A** *Functions and principles* **2B** *Lighting types and methods of control* **2C** *Lighting applications for specific interior needs*		***EKS #3 Appropriate Background Materials*** **3A** *Criteria for selection, use, and care of floor coverings*
Week 6		**3B** *Selection, use, and care of wall treatments*		*Review* *Test*	

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Interior Design

Sample Six Weeks Plan
90 minute periods

2nd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**3C** *Selection and care of ceilings* **3D** *Selection, use, and care of window treatments*		**3D** *Continued*		***EKS #4 Effective Decision-making*** **4A** *Relationship of interior decisions to individual and family needs and wants*
Week 2		**4B** *Influences of demographics, society, and culture on interior design decisions*		**4C** *Relationship of economics to interior environments* **4D** *Strategies for controlling costs, allocating resources, and budgeting for acquisition of products*	
Week 3	***EKS #5 Role of Furniture in Interior Design*** **5A** *Characteristics of period styles*		**5A** *Continued* **5B** *Influence of period styles*		**5C** *Selection and care of quality furniture*
Week 4		**5C** *Continued* **5D** *Aesthetic and functional aspects of furniture* **5E** *Impact of technology on furniture*		***EKS #6 Role of Appliances in Interior Design*** **6A** *Functional and aesthetic aspects* **6B** *Process for selections* **6C** *Safe use and care* **6D** *Impact of technology*	
Week 5	**6A-D** *Continued*		***EKS #7 Role of Accessories in Interior Design*** **7A** *Types* **7B** *Criteria for selection* **7C** *Care of accessories* **7D** *Guidelines for arranging*		**7A-D** *Continued*
Week 6		***EKS #8 Employability Skills*** **8C** *Positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership* **8D** *Effective leaders and team members*		*Review* *Test*	

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Interior Design

Sample Six Weeks Plan
90 minute periods

3rd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**8A** *Methods to secure, maintain, and terminate employment* **8B** *Effective communication skills*		***EKS #9 Career Decisions that Reflect Goals*** **9A** *Employment and entrepreneurial opportunities and preparation requirements* **9B** *Short-term and long-term career goals*		**9C** *Effect of interior design careers on family life* **9D** *Management practices facilitating individuals assuming multiple roles*
Week 2		**9E** *Factors affecting a safe working environment* **9F** *Personal and interior design career applications of technology*		***EKS #1 - 7 Comprehensive Drafting/ Design Project***	
Week 3	***Comprehensive Drafting/Design Project***		***Comprehensive Drafting/Design Project***		***Comprehensive Drafting/Design Project***
Week 4		***Comprehensive Drafting/Design Project***		***Comprehensive Drafting/Design Project***	
Week 5	***Comprehensive Drafting/Design Project***		***Comprehensive Drafting/Design Project***		***Comprehensive Drafting/Design Project***
Week 6		***EKS #10 Career-Connections Experiences*** **10A & B** *Culmination of career-connections experiences*		*Review* *Exam*	

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Sample Six Weeks Plan
55 minute periods

________ Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					

Sample Six Weeks Plan
90 minute periods

________ Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1		▨		▨	
Week 2	▨		▨		▨
Week 3		▨		▨	
Week 4	▨		▨		▨
Week 5		▨		▨	
Week 6	▨		▨		▨

Interior Design

Knowledge and Skills.

(1) Interior environments.

The student utilizes effective design practices to evaluate residential and nonresidential interiors.

The student is expected to:

(A) apply elements and principles of design to interiors;

(B) plan for effective use of space zones and placement of furnishings;

(C) determine drafting techniques, including scaled drawings, that facilitate space planning;

(D) determine the effect of technology on interior design practices;

(E) differentiate design practices to meet individual, business, and special needs;

(F) describe energy conservation practices that affect interior design; and

(G) summarize laws, public policies, and regulations impacting interior environments.

1A - *The student is expected to apply elements and principles of design to interiors.*

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION/WRITTEN EXERCISE

Have students read information on design from references or textbooks. Instruct students to read for definitions of structural and decorative design and the elements of design.

- *structural design: the size, shape, materials, and method of construction that determine how the structure is formed*
- *decorative design: color, line, pattern, and texture applied to a surface or an object for the purpose of embellishment*

Lead a class discussion based on the following key questions.

KEY QUESTIONS

- What other types of design did you read about?
- How do people express themselves through design?
- How do people use homes, cars, and clothing to express themselves through design?
- How do public figures and television personalities express themselves through design?

Display transparencies of Teaching Aids 1a-c, ***The Elements of Design.*** Distribute a copy of Teaching Aids 2a and 2b, ***The Elements of Design Study Guide,*** to students. As you discuss the information on the transparencies, have the students complete the study guide on Teaching Aids 2a and 2b. Tell students to save their completed study guides for future reference.

TA 1a-c ***The Elements of Design***

TA 2a-b ***The Elements of Design Study Guide***

TAAS READING

2) VIDEOTAPE/CLASS DISCUSSION

Have students view the videotape, *Eye for Design,* available from The Curriculum Center for Family and Consumer Sciences, or another videotape on aesthetics of design. Lead a class discussion on how the elements and principles of design apply to housing and interiors.

3) PROJECT

After learning and reviewing information about the elements of design, distribute Teaching Aid 3, ***The Elements of Design Project***. Provide examples for students to examine prior to the students beginning the

TA 3 ***The Elements of Design Project***

NOTES

*TA 4 **The Elements of Design Project Assessment***

activity. Teaching Aid 4, ***The Elements of Design Project Assessment***, may be used to assess student projects.

*TA 5 **The Color Wheel***

4) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Assess the students' knowledge of color by giving a pretest on the color wheel. Lead a class discussion on the color wheel using Teaching Aid 5, ***The Color Wheel***, as a basis for the discussion.

5) LABORATORY EXPERIENCE

*TA 6a-b **Value and Intensity Chart***

Lead students in a class discussion to define value and intensity.

- *value*: the amount of lightness or darkness of a color
- *intensity*: the brightness or dullness of a color

Distribute Teaching Aids 6a and 6b, ***Value and Intensity Chart,*** to students. Have each student create a value and intensity chart for two complementary colors. Use the completed student lab results to discuss how color values and intensity affect design decisions.

6) VIDEOTAPE/CLASS DISCUSSION

Have students view the videotape, *Color in Everyday Life,* available from The Curriculum Center for Family and Consumer Sciences, or another videotape on the influence of color. Lead a class discussion on the concepts related to color presented in the video.

7) CLASS DISCUSSION/LABORATORY EXPERIENCE

*TA 7 **Types of Color Schemes***

*TA 8 **Creating Color Schemes***

*TA 9 **Illustrating Color Schemes***

Define monochromatic, analogous, complementary, split-complementary, double-complementary, and triad color schemes. Show a transparency of Teaching Aid 7, ***Types of Color Schemes***, for students to see examples of color schemes. Have students illustrate color schemes by following the directions on Teaching Aid 8, ***Creating Color Schemes***.

Give each student three copies of Teaching Aid 9, ***Illustrating Color Schemes***, for them to illustrate the three color schemes chosen for the activity on Teaching Aid 8, ***Creating Color Schemes***. Students should color or paint the items shown on Teaching Aid 9, ***Illustrating Color Schemes***. Lead a class discussion based on the following key questions.

KEY QUESTIONS

- What are the contrasting color schemes?
- What are some examples of contrasting color schemes?
- Do the different color schemes affect the appearance of the room? How?
- If warm colors were used, what is the effect on the room size?
- What happens when cool colors are used?
- How can color be used as an advantage in decorating?
- Do colors affect the feeling of temperature in a room? Why?

NOTES

8) LABORATORY EXPERIENCE

Have students work in laboratory groups to make the colors on the color wheel using food coloring and water.

Procedure:

1) Using three large, clear glasses, mix water and food coloring to make the three primary colors.
2) Using three clear glasses, mix the primary colors together to make the three secondary colors.
3) Using 6 clear glasses, mix the primary colors with a neighboring secondary color to make the six tertiary colors.

Through this hands-on experiment, students are able to view the color changes as they happen and further clarifies the color wheel concept. Instruct students to arrange their glasses so as to demonstrate the color wheel. (Hint: Clear, plastic disposable glasses work well.)

9) COMPUTER EXERCISE

Have students practice using a computer software program that allows them to apply the elements of design as they decorate a room. As an alternative, have students go to selected Internet sites that allow them to select a particular piece of furniture and then select various fabric colors and styles for the furniture.

10) CLASS DISCUSSION/GROUP ACTIVITY

Display a transparency of Teaching Aid 10a-b, ***The Principles of Design***, and lead a class discussion based on the information presented.

TA 10a-b
The Principles of Design

KEY QUESTIONS

- What are the similarities between the elements of design and the principles of design?
- What are the differences between the elements of design and the principles of design?

Divide the class into small groups. Instruct each group to use magazines and other periodicals to find pictures of four room arrangements-two residential and two nonresidential. The pictures should illustrate the principles of design through the use of furnishings, flooring, accessories, fabrics, and wall coverings.

Have the groups analyze the arrangements and write brief reports about how the principles of design have been applied. The student groups should also indicate where improvements are needed in the room arrangements. Have each group select a leader to present the information to the class.

NOTES

11) COMPUTER EXERCISE

As an enrichment experience, have students use available software or an Internet Web site that will allow students to apply the principles of design as they decorate a room. Have students share their work with the class and discuss how the principles of design were applied in the room they chose to decorate.

12) PROJECT

TA 11 The Principles of Design Project

Distribute copies of Teaching Aid 11, ***The Principles of Design Project***, to students. Instruct students to locate pictures in magazines or other periodicals that illustrate good examples of the principles of design used in interior settings and justify their selections. The pictures selected to be used as examples should include both residential and nonresidential interiors. As a bonus, have students locate one poor example of unity/harmony.

RESOURCES

BOOK

Nielson, K.J. and D.A. Taylor. (1994). *Interiors, An Introduction*. 2nd ed. New York: Brown and Benchmark.

SOFTWARE

House Beautiful - 3D Interior Designer

VIDEOTAPES

Color in Everyday Life, available from The Curriculum Center for Family and Consumer Sciences.

Eye for Design, available from The Curriculum Center for Family and Consumer Sciences.

WEB SITE

Brywood Enterprises
www.brywood.com/

home furnishings.com
www.homefurnish.com/deco2.htm

1B- The student is expected to plan for effective use of space zones and placement of furnishings.

1) CLASS DISCUSSION/ PROJECT

Display Teaching Aid 12, ***Space Planning: Zoning,*** and discuss the differences in form and function for each zone. Select floor plans of residential and nonresidential interiors for students to view a variety of interior settings. Have students locate public, private, and service zones on each floor plan as the information is discussed.

- *Public zones (or social zones)* are used for activities and entertainment. In residential interiors this zone includes living rooms, game rooms, family rooms, entry ways or foyers, as well as patios and decks. In nonresidential interiors this zone includes waiting rooms, reception areas, break rooms, conference rooms, and atriums.
- *Private zones (or quiet zones)* are the quiet and comfortable areas of an interior setting. In residential interiors this zone includes bedrooms, bathrooms, and home offices. In nonresidential interiors this zone includes offices, restrooms, libraries, and similar room settings.
- *Service zones* are those areas where work is done. In a residential interiors this zone includes the kitchen, utility room, workshop, and the garage. In nonresidential interiors, this zone includes work rooms, mailrooms, kitchens, maintenance areas, packing areas, and shipping rooms.
- *Transitional zones* are semi-public or semi-private spaces used for circulation and flow of traffic between the major zones (traffic patterns). Transitional zones include entryways, exits, hallways, and designated passageways within the space.

NOTES

TA 12 Space Planning: Zoning

2) INDIVIDUAL ACTIVITY

Have each student select one residential and one nonresidential floor plan from those viewed previously. Each student will need a blue, a red, and a yellow (or three colors of your choice) colored pencil.

- Using the red colored pencil, have students color the public zones of each of their two floor plans.
- Using the blue colored pencil, have students color the private zones of each of their two floor plans.
- Using the yellow colored pencil, have students color the service zones of each of their two floor plans.

Lead a class discussion based on the following key questions.

KEY QUESTIONS

- What are the public, private, service, and transitional zones of the residential floor plan?
- What are the public, private, service, and transitional zones of the nonresidential floor plan?

NOTES

KEY QUESTIONS, CONTINUED

- Are the areas in the residential floor plan divided into well-defined zones? How?
- Are the areas in the nonresidential floor plan divided into well-defined zones? How?
- To which zone is the most space devoted in the residential floor plan? the nonresidential floor plan?
- Are the traffic patterns adequate for easy movement of those using the interior setting? (In residential, family members and guests? In nonresidential, employees and customers/clients?)
- In the nonresidential floor plan, will one employee be able to work with a client/customer without disturbing others in the interior setting?
- In the residential interior, will one family member be able to entertain guests without disturbing others in the home?
- What spaces might be needed that are not provided for in the residential plan? the nonresidential plan?

TA 13a-c
Evaluating Space in a Home

TAAS READING

3) READING/CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Have students read references to identify the amount of space needed for various residential activities. Have students read for responses to the following key questions.

KEY QUESTIONS

- What space needs are necessary for one, two, three, or four persons living together in one housing unit?
- How does the amount and arrangement of space influence the degree of satisfaction a family derives from housing?
- How can personal satisfaction in housing decisions be achieved when space is overcrowded and there are intrusions on your personal space needs?

Distribute copies of Teaching Aids 13a - 13c, ***Evaluating Space in a Home***, to students. It may be beneficial for students to complete strategy #2, TEKS 1C prior to assigning this activity. Following the activity, lead a class discussion based on the following key questions.

KEY QUESTIONS

- What is the minimum amount of space needed by each individual in a home setting?
- When family members are added, why does the amount of space required by each person decrease?
- Why do families with members of similar ages require less space than families with members of varying ages?

RESOURCES

WEBSITE
Broderbund
www.broderbund.com

1C - The student is expected to determine drafting techniques, including scaled drawings, that facilitate space planning.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) INDIVIDUAL ACTIVITY

Distribute architect's scales for students to examine and use for this exercise. Discuss with students that interior designers most often use a 1/4" = 1' scale when drawing. Have students practice drawing lines with the 1/4" scale and compare with the 1" = 1' room.

TAAS MATH

KEY QUESTION

- When a designer or architect draws a room, house, or nonresidential setting, why would full scale not be used?

2) INDIVIDUAL ACTIVITY

Have students examine the architect's scale. Point out the different scales that one can use (1/8" = 1', 3/4" = 1', 3/16" = 1', and so on). Distribute Teaching Aid 14, ***Using An Architect's Scale***, to students and have them measure the lines using the scale indicated. Review the answers with the students to check for understanding.

TA 14 Using An Architect's Scale

TAAS MATH

Answers to Teaching Aid 14, ***Using An Architect's Scale***:

1. 20'
2. 8'
3. 14'
4. 6'
5. 4 3/4'
6. 7'
7. 20'
8. 28'
9. 6'
10. 20'

Bonus: 1/4" = 1'

3) GUEST SPEAKER

Invite an architect, interior designer, design consultant, or building trades teacher to class to share drafting techniques with students. Ask the speaker to discuss with students how knowledge and skills related to drafting, including technology, are utilized in careers in the design industry.

NOTES

4) COMPUTER EXERCISE

Use a computer-aided design program with students to draw and arrange furniture. Have students use a variety of room sizes and include both residential and nonresidential settings.

RESOURCES

WEB SITE

Brywood Enterprises (blueprint symbols and CAD)
www.brywood.com/

Michael Holigan- Your New House
www.michaelholigan.com/home.asp

Use "interior design" as search keyword.

1D - The student is expected to determine the effect of technology on interior design practices.

NOTES

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) BRAINSTORMING/GROUP ACTIVITY

Have students work in groups to brainstorm and compile a list of technological advancements that affect interior design. Examples might include:

- Lighting: variety, muted lighting, time-set lighting
- Drafting techniques: computer-aided drafting
- Furniture placement: computer-aided design
- Background materials: technological advancements in floor coverings, wall treatments, window treatments, ceilings, etc.

Lead a class discussion about the technological advancements the students listed and how they have affected design practices. Have student respond to the following key questions.

KEY QUESTIONS

- What new materials have entered the interior design field in the last 20 years?
- How have these new materials impacted residential and nonresidential interior environments?
- How has cost been affected by these new technological advancements?

2) GUEST SPEAKER

Invite an architect or interior designer to speak to the class about technological advancements that affect what they do on the job. Questions for the guest speaker to cover during the presentation might include:

- How has technology made design simpler?
- How has technology made interior design more challenging?

Have students compile additional questions for the speaker.

3) RESEARCH/GROUP ACTIVITY/INTERNET ACTIVITY

Have students work in groups to research current references and the Internet to locate information regarding technological advancements that have affected interior design. Have each group report their findings to the class.

NOTES

4) VIDEOTAPE

Show a video on technological advancements in interior design. Following the video, have students respond to the following key questions.

KEY QUESTIONS

- What appears to have been the most significant technological advancement in interior design?
- What advancements do you predict for the future in this field?

RESOURCES

WEB SITE

American Society of Interior Designers
www.interiors.org/

Better Homes and Gardens
www.bhglive.com

Country Living
www.countryliving.women.com/

Home Arts
www.homearts.com/

1E - *The student is expected to differentiate design practices to meet individual, business, and special needs.*

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students use various resources to define *universal design*. Discuss with students how residential and nonresidential interiors of the past were designed and built based on standards for the average person. More and more, homes are designed with universal design features or those that benefit individuals at various stages of the life cycle as well as those with various disabilities. Display Teaching Aid 16a, ***Universal Design: A Definition***, and discuss with students what factors are considered in universal design.

Display a transparency of Teaching Aid 15, ***Family Life-cycle Stages***, and discuss needs of individuals at various stages of the life cycle. Include in the discussion needs in both residential and nonresidential interiors.

TA 15 Family Life-cycle Stages

TA 16a Universal Design: A Definition

2) GROUP ACTIVITY/PROJECT

Divide the class into groups of two or three and have each group design a floor plan of a nonresidential bathroom that incorporates universal design, the needs of a variety of individuals at various stages of the life cycle, or the needs of individuals with disabilities. In addition to designing a floor plan, student groups also should select samples such as flooring, wall and ceiling treatments, lighting, etc. Have students present their final project to the class, justifying their selections.

3) INTERNET ACTIVITY

Distribute copies of Teaching Aids 16b-c, ***Universal Design Activity***, to students. Have students locate Web sites related to interiors and meeting the needs of a variety of individuals in residential and nonresidential settings by completing the activities on the teaching aid.

TA 16b-c Universal Design Activity

TAAS WRITING

4) GUEST SPEAKER

Invite an architect or interior designer to speak to the class regarding the use of Universal Design in residential and nonresidential interiors.

NOTES

5) EDUCATIONAL TOUR

Arrange for students to tour businesses, new homes, and facilities for individuals with special needs to identify universal design features within each structure. Have students look for various designs at each site and record their findings for sharing with the class upon return to school.

6) INDIVIDUAL ACTIVITY

Distribute pictures of residential or commercial interior settings to students from magazines, catalogs, etc. Have students study the examples and list suggestions on how to modify the interior setting to accommodate the special needs of individuals with disabilities.

RESOURCES

ARTICLE

Center for Universal Design (1997). *The Principles of Universal Design* (version 2.0) Raleigh, NC: North Carolina State University, The Center for Universal Design.

WEB SITES

Adaptive Environments Center, Inc.
www.adaptenv.org

Center for Universal Design
www.ncsu.edu/ncsu/design/cud/univ_design/princ_overview.htm

Universal Designers & Consultants, Inc.
www.universaldesign.com

1F - The student is expected to describe energy conservation practices that affect interior design.

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Distribute copies of Teaching Aid 17, ***Parts of a Window***, and display a transparency of Teaching Aid 17 on the overhead projector. Explain the purpose and function of each part as it relates to energy conservation practices. Instruct students to fill in the blanks on the handout as each part is discussed. Lead a class discussion on how energy conservation practices relate to window types, materials, and window treatments used.

KEY QUESTIONS
- Which part of the window most affects energy use?
- What are the advantages of using insulated glass, plate glass, or other types of glass for windows?
- Which types of glass are most energy efficient? Why?
- What types of window treatments are most energy efficient? Why?

NOTES

TA 17 Parts of a Window

TA 17 Answer Key
1. frame
2. glass
3. sash
4. jamb or casing
5. sill
6. apron

2) GUEST SPEAKER

Invite a home builder or contractor to speak to the class about the effects of technology and energy conservation on the quality of residential and nonresidential construction and building materials. Questions for the speaker to address might include:
- How do building materials of today differ from those of the 50s in relation to energy conservation? In relation to interiors/aesthetics?
- What are some of the current laws regarding energy conservation practices in residential construction? in commercial construction? How do these laws affect interior design?
- How has technology influenced the appearance of the building materials?
- What technological advantages may occur in the future?

Lead the students to develop additional questions that they would like the guest speaker to address.

3) BRAINSTORMING/RESEARCH/CLASS DISCUSSION

Have students brainstorm to identify types of room-cooling equipment (new and old) that may be found in residential and nonresidential structures (i.e,, central air conditioning, evaporative coolers, portable fans, ceiling fans, window units,). Have a student volunteer write the list on the board or a transparency.

Have students use references, resources, and the Internet to research information regarding installation costs ,operating costs, advantages, and disadvantages for each type of room cooling equipment. Using the results of the student research, lead a class discussion comparing installation costs, operating costs, and aesthetics related to interior environments.

NOTES

RESOURCES

WEB SITE

Department of Energy
www.eren.doe.gov
(Covers all aspects of energy conservation practices)

TA 18 Energy Conservation Practices Implemented Through Design and Construction

TAAS READING **TAAS WRITING**

KEY QUESTIONS

- What are the advantages and disadvantages of each type of cooling equipment?
- How might each type affect the interior environment? (i.e., How might humidity affect certain furniture finishes, aesthetics of the room, etc.?)

4) EDUCATIONAL TOUR/WRITTEN EXERCISE

Arrange an educational tour to a business that sells residential and commercial appliances and equipment, invite a company representative to speak to the class about the impact of technology that is related to energy conservation on appliance features, or have students collect brochures and other informative literature that discuss energy conservation features on appliances and equipment . Following the tour, guest speaker, or student research, have students write a detailed summary of the information learned.

KEY QUESTIONS

- Do the energy conservation features of an appliance play a major role in a consumer appliance purchase? Why?
- How do needs and wants affect the selection of appliances?
- How does the appearance of the appliance affect interior environments?
- Where can consumers find information regarding household appliance and equipment operating costs and energy guide information?

5) GROUP ACTIVITY

Define energy guide. Divide students into small groups. Provide labels and energy guides from various types of household appliances and equipment for groups to read and evaluate.

KEY QUESTIONS

- What information must be located on the Energy Guide?
- Why is it important for consumers to understand and use Energy Guides?
- How might use of Energy Guides affect interior design?

6) RESEARCH/WRITTEN EXERCISE

Have students research information on ways energy conservation practices affect interior design. Using Teaching Aid 18, ***Energy Conservation Practices Implemented Through Design and Construction***, as a transparency, discuss ideas for research topics with students. Have students prepare a written report reflecting the results of their research. Based on their reports, lead students to discuss the many different energy conservation practices that affect interior design.

1G - The student is expected to summarize laws, public policies, and regulations impacting interior environments.

1) CLASS DISCUSSION

Lead a class discussion regarding the many government bodies that are involved in the regulation of the building industries. Local governments regulate standards for safety, sanitation, equipment, and space, such as restrooms and fire exits. The Federal government is involved in enforcement of laws, public policies, and regulations impacting interior environments, including public housing, urban renewal, the Americans with Disabilities Act, and homeless shelters.

2) GUEST SPEAKER

Invite a local architect or designer to speak to the class about the Americans with Disabilities Act and how it has impacted the environmental design industries. Have the speaker summarize laws, public policies, and regulations impacting residential and nonresidential interior environments.

3) EDUCATIONAL TOUR

Have the facility planning manager for your school district take students on a tour of your school building pointing our features regulated by laws, public policies, and regulations that impact interior environments. Have the facility planning manager point out features regulated specifically by the Americans with Disabilities Act. Following the tour, have the students write a one page paper summarizing what they learned about the laws, public policies, and regulations impacting interior environments in their school.

4) INTERNET SEARCH/WRITTEN EXERCISE

Have student conduct an Internet search for information on the regulations from the Americans with Disabilities Act (ADA). After reviewing the information on the ADA with the class, distribute copies of Teaching Aid 19, ***The Hickory Street Burger House and the ADA***, and Teaching Aid 20a-b, ***Outline for a Persuasive Letter***. After discussing the components of a persuasive letter, have students write a persuasive letter to the Hickory Street Burger House regarding their need for accommodations for individuals with special needs. Ask student volunteers to read their letters to the class.

NOTES

TAAS WRITING

TA 19 The Hickory Street Burger House and the ADA

TA 20a-b Outline for a Persuasive letter

TAAS WRITING

NOTES

TAAS WRITING

5) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have students walk around the campus and the classroom making notations of accessibility features such as counter height, door openings, space between furnishings, etc. Have students write an essay identifying how they would adapt the classroom to make it more accessible for the following individuals:

- someone in a wheelchair
- someone who is visually impaired
- someone with dwarfism

RESOURCES

WEB SITE

Americans with Disabilities Act Home Page - U.S. Department of Justice
www.usdoj.gov/crt/ada/adahom1.htm

Interior Design

Knowledge and Skills.

(2) Interior environments.

The student determines appropriate lighting for residential and nonresidential interiors.

The student is expected to:

(A) analyze the functions and principles of lighting;

(B) compare lighting types and methods of control; and

(C) recommend lighting applications for specific interior needs.

2A - The student is expected to analyze the functions and principles of lighting.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students read selected references and resources regarding the functions and principles of lighting. Distribute copies of Teaching Aid 21a-b, ***Terms Related to Lighting***, and have students define the terms as they read.

TA 21a-b
Terms Related to Lighting

Tell students that the main function of good lighting is to allow a person to see better without straining his or her eyes. Lead a class discussion to review the terms and definitions. Include the function of each type of lighting and how it is used in residential and nonresidential interiors.

KEY QUESTIONS
- Why is lighting needed?
- In what ways can light add interest to an interior environment?
- How can lighting contribute to well-being?
- What part does quality and quantity play in the function of lighting?
- How can inadequate lighting cause eye strain?

2) VIDEOTAPE/CLASS DISCUSSION

Have students view the videotape, *Interior Lighting: Bringing Rooms to Life*, available from The Curriculum Center for Family and Consumer Sciences, or another videotape on lighting. Lead a class discussion on the functions of lighting in interior design.

3) PROJECT

Have students use magazines to locate various examples of lighting. Instruct students to select four pictures of different types of lighting. Students should cut out the pictures and paste them to a white sheet of paper. Below each picture, have students identify the functions of each types of lighting in each picture. Have students share their examples with the class.

4) GROUP ACTIVITY/RESEARCH

Discuss with students how the amount and quality of light around us affects our health, safety, comfort, and productivity. Divide students into

NOTES

TA 22 ***Principles of Lighting: Terms to Know***

TA 23 ***Answer Key: Principles of Lighting***

pairs or triads. Distribute copies of Teaching Aid 22, ***Principles of Lighting: Terms to Know***. Have students use references and resources to research the terms related to lighting principles found on Teaching 21. Review the definitions with the class using Teaching Aid 23, ***Answer Key: Principles of Lighting***, as a guide.

KEY QUESTIONS

- What are three functions of lighting?
- What types of lighting should be planned for every home?
- What factors are important to consider when planning lighting for various rooms in a home or an office?

RESOURCES

WEB SITES

General Electric Company
www.ge.com/homesolutions.htm

Osram Sylvania Company
www.sylvania.com/lighting/home/tips/welcome.htm

Philips Lighting Company
www.lighting.philips.com/index.htm

United States Department of Energy
www.eren.doe.gov/

2B - The student is expected to compare lighting types and methods of control.

NOTES

1) CLASS DISCUSSION/PROJECT

Lead a class discussion sharing information about the three main types of lighting used in residential and nonresidential interiors.

- General lighting - ambient or background
- Task lighting - focuses light on the area where it is most needed for a specific task
- Accent lighting - high intensity light used to create a dramatic effect on an object

Have students use magazines to locate one example of each of the three main types of lighting in residential interiors and one example of each of the three main types of lighting in nonresidential interiors. Have students place their examples on white paper or construction paper making sure to label/identify each type of lighting and interior setting.

2) GUEST SPEAKER

Invite a lighting specialist from a local power company to speak to the class and to compare the wattage, location, efficiency, initial cost, heat production, life expectancy, and aesthetic qualities of fluorescent and incandescent lighting used in both residential and nonresidential interiors. Have the speaker provide information on methods of lighting control, such as dimmers and rheostat, and energy conservation and lighting in residential and nonresidential interiors.

3) DEMONSTRATION

Compare light from several different sources including a frosted bulb, a colored bulb, a halogen bulb, a cool white fluorescent tube, and a warm white fluorescent tube. Place the lights so that students can compare the light from the bulbs and tubes to sunlight. Select a piece of fabric for students to place under the various lights so students can compare [illegible] lights. Shine all lights on a white surface and then on a colored surface. Have students respond to the following key questions

KEY QUESTIONS

- How does artificial light compare to sunlight?
- Do some of the bulbs and tubes have the same color of light?
- What differences are apparent on the white surface? Why?
- What differences are apparent on the colored surface? Why?

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NOTES

TA 24a-d
Types of Lighting Fixtures

4) CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Lead a class discussion on the types of lighting fixtures used in residential and nonresidential interiors. Distribute copies of Teaching Aid 24a-d, ***Types of Lighting Fixtures***, and have students use information provided throughout the discussion to complete the activity. Include in the discussion these fixtures: cove, cornice, valance, track, recessed, spot, soffit, luminous ceiling panels, chandeliers, and wall washers. Discuss with students different types of lamps such as hanging, vase-type, wall, swing-arm, desk, bridge, table, and high-intensity.

Answer Key for TA 24

1. spot light
2. track lights
3. recessed and panel lights
4. general lighting
5. chandelier
6. ceiling fan light
7. valance
8. cornice
9. cove
10. soffit

TA 25 ***Lighting Project***

5) PROJECT

Distribute copies of Teaching Aid 25, ***Lighting Project***. Have students use magazines to find examples of each type of lighting fixture discussed in Strategy 4 and listed on the teaching aid project sheet. Have the students mount their examples on paper and label each fixture.

TA 26 ***Parts of a Lamp***

6) CLASS DISCUSSION/DEMONSTRATION

Display a transparency of Teaching Aid 26, ***Parts of a Lamp***. After reviewing the parts of the lamp with students, lead a class discussion on how methods of control affect lighting. Bring a lamp to class and two or more types of lamp shades - one very dark and one very light. Demonstrate how the type of shade controls the amount of light available. Change out the harp and demonstrate how a lamp can be changed. Change out the finial as well. Use the lamp display to discuss the different types of lamps as sources of light.

RESOURCES

KEY QUESTIONS

- What are the advantages and disadvantages of each type of lamp?
- Where should the bottom edge of a lamp shade be in relation to the person using the lamp?

Answer Key for TA 26

1. finial
2. riser
3. shade
4. harp
5. bulb
6. lamp socket
7. On/Off switch
8. harp base
9. lamp cord
10. base
11. cord
12. plug

2C - The student is expected to recommend lighting applications for specific interior needs.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

TAAS WRITING

1) INTERNET SEARCH/WRITTEN EXERCISE

Have students visit a lighting Web site such as: www.lighting.philips.com. This Web site covers information related to appropriate lighting for residential and nonresidential interiors. Navigating the Web site, have students research recommended lighting applications for specific interior needs. Have students write a brief report of their Internet search.

2) INDIVIDUAL ACTIVITY

Have students examine the lighting in the Interior Design classroom and one or two other rooms in the school (teacher's work room, offices, library, etc.). Have students respond to the following key questions about each room.

KEY QUESTIONS

- Does the lighting meet the needs of the people using the room? How?
- What general lighting is used in the room?
- What task lighting is used in the room?
- What accent lighting is used in the room?
- What built-in and portable fixtures are in each room?
- What three ways could you improve the lighting in each room?

3) PROJECT

Have students determine the ideal lighting needs for the living room/family room area, or a room of their choice, in their homes. Instruct students to record information on a chart for the following categories:

- room or area
- window direction (north, south, east, west, northwest, etc.)
- daylight controlled by doors, windows, awnings, etc.
- artificial lighting in the room
- activities in the room (reading, television, games, etc.)
- mood desired
- local tasks
- accessories

Following the recorded information on the room, have students write responses to the following key questions.

NOTES

KEY QUESTIONS

- Does the present lighting provide for the needs of your family? How?
- If not, how could the lighting be improved?

RESOURCES

WEB SITES

General Electric Company
www.ge.com/homesolutions.htm

Osram Sylvania Company
www.sylvania.com/lighting/home/tips/welcome.htm

The Philips Lighting Company: The Light Site Home Page
www.lighting.philips.com or call 1-800-555-0050 for printed information

United States Department of Energy
www.eren.doe.gov/

Interior Design

Knowledge and Skills.

(3) Interior environments.

The student chooses appropriate background materials to complement various residential and nonresidential interior settings.

The student is expected to:

(A) compare criteria for selection, use, and care of floor coverings;

(B) evaluate selection, use, and care of wall treatments;

(C) explain selection and care of ceilings; and

(D) evaluate the selection, use, and care of window treatments and their suitability for various window types.

3A - The student is expected to compare criteria for selection, use, and care of floor coverings.

1) DEMONSTRATION/GUEST SPEAKER

Invite an interior designer or floor covering specialist to speak to the class on selection, use, and care of various types of floor coverings. As an alternative, have students read selected references to gather information on various types of floor coverings. Display examples of hard (resilient and nonresilient) floor coverings such as wood, ceramic tile, terrazzo, brick, slate, and marble; also display examples of soft floor coverings such as rugs and carpet made from natural and manufactured fibers. Identify and describe the characteristics of each type.

KEY QUESTIONS

- What are the advantages of each type of floor covering?
- What are the disadvantages of each type of floor covering?

2) CLASS DISCUSSION/DISPLAY/WRITTEN EXERCISE

Display a transparency of Teaching Aid 27a-c, ***Floors and Flooring***, or distribute copies as a student handout. Review and discuss the information on the teaching aid with the class. If possible, have examples of each type of flooring discussed.

After discussing and reviewing the information on Teaching Aid 27, administer the quiz on Teaching Aid 28, ***Quiz - Floors and Flooring***. Following the quiz, discuss the correct responses with the students.

3) DEMONSTRATION

Obtain labels from different floor covering samples. Ask students to compare the information on the labels about product characteristics such as construction, flammability, resiliency, durability, and care.

KEY QUESTIONS

- What information is required on floor covering labels?
- Did some labels provide more consumer information than is required? What additional information is provided?
- Where should labels and care information be kept in home and business settings for future reference?

4) LABORATORY EXPERIENCE

Discuss with students how factors such as amount of traffic, exposure to dirt and moisture, and availability of resources for upkeep influence the life expectancy of floor coverings for various residential and non-residential interior settings.

NOTES

TAAS READING

TA 27a-c Floors and Flooring

TA 28a-b Quiz - Floors and Flooring

TA 28 Answer Key

1. floor
2. strip, random plank, parquet
3. Roman Empire
4. banding
5. Terrazo
6. 4700
7. Holland
8. Mexican
9. linoleum
10. inlaid
11. density
12. wool, nylon, olefin, polyester
13. wool
14. low-level loop, sculptured, plush/ saxony, frieze
15. 1/2"
16. urethane, plastic foam
17. a rug is finished on all 4 sides or edges and is not attached to the floor
18. weight, type of yarn, yarn quality

NOTES

SCIENCE

Set up a demonstration on equipment and products necessary for floor care. Next, create stains with soft drinks, hot chocolate, lipstick, mud, mustard, candle wax, machine oil, and fingernail polish. Have students perform stain and soil removal testing on carpets, vinyl, tile, stone, and other flooring samples available. Instruct the students to try different products for stain and soil removal on each of the samples.

KEY QUESTIONS

- What roles do fibers and finishes play in stain and soil removal from carpets?
- Which floor sample was the easiest to clean? Why?
- Which floor sample was the most difficult to clean? Why?
- Which products worked best?
- What differences exist in products and procedures used for varying types of stain and soil removal?
- Did any one product work well on all the flooring types? Why?
- Which flooring would be best suited for a residential floor? Why?
- Which flooring would be best suited for a nonresidential floor? Why?
- Why is it important to know about fibers, finishes, and care of flooring?

TAAS READING

TAAS WRITING

5) RESEARCH

Have students locate information about trends in floor coverings used in residential and nonresidential interior settings by using magazines, library and classroom resources, or the Internet. Have students prepare a report to present orally to the class on their findings. The report should answer the following questions:

- Which is used most often in residential interior settings, hard or soft floor coverings? Why?
- Which is used most often in nonresidential interior settings, hard or soft floor coverings? Why?
- Which hard coverings are used most often in each setting?
- Which soft coverings are used most often in each setting?
- Which type of floor covering looks more formal? informal?
- Which floor covering colors are most popular in each setting?
- What are the reasons for the trends?
- Which floor covering trends emphasize functional characteristics and aesthetic characteristics?
- How much emphasis should be placed on floor covering trends when selecting products to meet the needs of certain situations?

TA 29a-c
Calculating the Cost of Floor Coverings

TAAS MATH

6) PROBLEM-SOLVING

Distribute copies of Teaching Aid 29a-b, ***Calculating the Cost of Floor Coverings***, to students. Have students determine how much of each type of floor covering is needed and calculate the cost of the materials for each type. Provide samples of the different types for students to examine, if possible. Teaching Aid 29c is the Answer Key for Teaching Aid 29a-b.

3B - The student is expected to evaluate selection, use, and care of wall treatments.

1) CLASS DISCUSSION

Have the students write the term "wall treatments" on their paper and write their own definition of the term. Distribute copies of Teaching Aid 30, ***Wall Treatments***, and Teaching Aid 31a-b, ***Wall Coverings***, for the students to read and discuss. Have them arrive at a class definition for wall treatments. Use the information in the handout to give a historical overview of wall treatments.

2) GUEST SPEAKER

Arrange for a guest speaker (interior designer, builder, architect, dry wall expert, etc.) to visit with the class about the characteristics of various types of walls and wall treatments suitable for each type of wall. Ask the speaker to bring examples, if possible. Have the speaker discuss various characteristics of walls including durability, insulation qualities, acoustical qualities, and the cost and amount of maintenance required.

3) EDUCATIONAL TOUR

Arrange for students to tour a business or home under construction to view different types of wall treatments being used. Have a builder's representative explain the cost of supplies used and the application of the wall treatments. Ask the representative also to explain the difference in laws and regulations in the selection of wall treatments used in residential versus nonresidential interior settings.

4) GUEST SPEAKER

Invite a utility company representative or county extension agent to speak to the class about the relationship of wall types and energy use. Ask the speaker to address the following key questions.

KEY QUESTIONS

- How much additional heating and/or cooling is required if the exterior walls on the north side of the interior setting were constructed with glass? the south side?
- How appropriate are glass interior walls for residential and nonresidential interior settings?
- What are the most energy efficient wall treatments used in homes today?
- How do energy efficient wall treatments used in commercial construction differ from that used in home construction?

NOTES

TA 30
Wall Treatments
TA 31a-b
Wall Coverings

TAAS READING

SCIENCE

NOTES

RESOURCES

3C - The student is expected to explain selection and care of ceilings.

NOTES

1) CLASS DISCUSSION

Lead a class discussion about the construction of ceilings in the past; they were often very decorative, often painted with designs or murals. Provide examples for students or show illustrations of these types of ceilings. Explain that ceilings of today are typically without detail. Discuss with students the more common types of ceilings and ceiling treatments used today including:

- cathedral
- exposed beam
- suspended
- flat
- coffered

Show illustrations of each type as it is discussed. Discuss with students the advantages and disadvantages of each type, including the care of each.

KEY QUESTIONS

- What makes ceilings formal or informal?
- How are ceiling treatments influenced by wall treatments?
- In a room with very dark walls, what ceiling treatment would be appropriate to visually enlarge the space?
- To visually lower a high ceiling, what treatment would be appropriate ?
- To visually raise a low ceiling, what treatment would be appropriate?
- Which types of ceilings are easiest to care for?
- Which types of ceilings are more difficult to care for?

2) PROJECT

Distribute four copies of Teaching Aid 32, ***Relationship of Floors, Walls, and Ceilings,*** to each student. Have students use tempera paint, watercolors, markers, or colored pencils to conduct the following experiments:

1) Shade the entire ceiling with a dark value, leaving the walls and floor white.
2) Shade the two side walls with a dark value, leaving the end wall, floor, and ceiling white.
3) Shade the end wall and the floor with a dark value, leaving the side walls and ceiling white.
4) Draw a design on all three walls using a medium value, leaving the floor and ceiling white.

Discuss the illusions and relationships created in each room.

TA 32 Relationship of Floors, Walls, and Ceilings

NOTES

3) GUEST SPEAKER

Have an architect, interior designer, or contractor speak to the class about ceiling trends in residential and nonresidential interiors. Have the speaker address the following key questions.

KEY QUESTIONS

- How can ceilings be used to highlight or subdue structural aspects of rooms?
- How can ceilings affect the apparent shape or size of rooms?
- What type of ceiling will absorb sound?
- What type of ceiling treatment will reflect light?
- What moods can ceilings create in residential and nonresidential interior settings?
- What types of care do various ceilings require?
- Why it is important to select appropriate ceilings to complement various residential and nonresidential interiors?

RESOURCES

3D - The student is expected to evaluate the selection, use, and care of window treatments and their suitability for various window types.

1) CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Have students read information about windows in textbooks and classroom or library resources. Explain the historical progression of windows from shutters to the modern types of windows. Lead a class discussion on the functions of windows.

Distribute copies of Teaching Aids 33a-b, ***Types of Windows***, to students. Review the parts of a window with students by having them complete part A identifying each part. Have students fill in the remaining blanks on the teaching aid as you present information and discuss the illustrations on types of windows found in residential and nonresidential interior settings.

Answer Key for ***TA 33a-b***

A. Parts of a window
1. frame
2. glass
3. sash
4. jamb or casing
5. sill
6. apron

B. Types of Windows
1. Fixed arch
2. Double hung
3. French doors
4. Casement
5. Bow
6. Jalousie
7. Double hung corner
8. Fan light
9. Bay
10. Dormer
11. Fixed arch
12. Bay
13. Picture

NOTES

TA 33a-b
Types of Windows

TAAS READING

2) RESEARCH/INDIVIDUAL ACTIVITY

Distribute copies of Teaching Aid 34 a-b, ***Window Treatments***, to students. Have them use textbooks and classroom interior design references to research information on window treatments and to assist them in identifying the different types of window treatments found in residential and nonresidential interior settings. After students have completed their work, lead a class discussion based on the following key questions.

KEY QUESTIONS
- What are the advantages and disadvantages of each window treatment?
- Which treatments would provide privacy and ventilation?
- Which treatments could be used to make windows appear larger?
- Which windows of a house require the most privacy and which window treatment would be most suited to that situation?

TA 34a-b
Window Treatments

TAAS READING

NOTES

Answer Key for ***TA 34a-b***

1. Two-way draw drapery
2. One-way draw drapery
3. Cafe curtain
4. Miniblind
5. Austrian shade
6. Roman shade
7. Vertical blind
8. Hinged shutters
9. Balloon curtain
10. Cornice
11. Swag with drapery jabot
12. Pouff valance
13. Cascade valance
14. Lambrequin

3) PROJECT

Have students locate examples of types of windows and types of window treatments for residential and nonresidential interior settings using magazines and other periodicals related to interior design. Have students mount their examples on construction paper or another type of illustration medium and include an explanation of how the examples they selected complement the various residential and nonresidential interior settings in which they are located. Remind students that neatness and creativity are important points to remember in mounting their examples. Have students share their illustrations with the class.

TA 35 Window Treatment Chart

4) CLASS DISCUSSION/VISUAL DISPLAY

Display a variety of fabrics for students to examine. Lead a class discussion on factors that determine suitable fabrics for window treatments in residential and nonresidential interior settings. Discuss the characteristics of different fabrics including drapability, sheerness, ease of care, appearance, energy conservation features, and resistance to fading, shrinking, and/or stretching. Display Teaching Aid 35, ***Window Treatment Chart,*** on the overhead projector so students may follow along during the discussion.

RESOURCES

KEY QUESTIONS

- What determines a fabric's suitability for a specific type of window or window treatment?
- How does the selection of fabric for window treatments vary between residential and nonresidential interior settings?
- What types of fabrics used in window treatments create a more formal environment?
- What types of fabrics used in window treatments create a more informal environment?

Have students use the fabric samples to create a visual display in a showcase, on a bulletin board, or on a poster illustrating a variety of window treatments for residential and nonresidential interior settings.

Interior Design

Knowledge and Skills.

(4) Interior environments.

The student demonstrates effective decision-making skills in applying principles of design and space to residential and nonresidential interior environments.

The student is expected to:

(A) describe the relationship of interior decisions to individual and family needs and wants;

(B) describe the influences of demographics, society, and culture on interior design decisions;

(C) explain the relationship of economics to interior environments; and

(D) propose strategies for controlling costs, allocating resources, and budgeting for acquisition of products to enhance interior environments.

4A- The student is expected to describe the relationship of interior decisions to individual and family needs and wants.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) RESEARCH/WRITTEN EXERCISE

Have students research information about *inside-out* design by using classroom resources, journal, library resources, or the Internet. Have students write a brief summary of what they learned in their research.

TAAS READING

TAAS WRITING

Use student research information to facilitate a class discussion regarding the advantages and disadvantages of designing the inside of a residential or nonresidential interior to accommodate interests and needs of the occupants before designing the outside. Following the discussion, have students design a bulletin board or other visual display of the information learned through this learning experience.

KEY QUESTIONS

- What determines the room size, number of rooms, furniture, and architectural style of a home or business?
- What are some advantages to *inside-out* design?
- What are some disadvantages to *inside-out* design?

2) BRAINSTORMING/INDIVIDUAL ACTIVITY

Discuss with students that many factors enter into decisions about interior environments. Using Teaching Aid 36, ***The Relationship of Interior Decisions to Needs and Wants***, have students individually brainstorm needs, wants, and resources that affect interior decisions in residential and nonresidential interior environments. Review with students that needs (a roof over your head, plumbing, etc.) are probably the most important factors in making interior decisions. For example, a family may want a big screen television but they do not need it. Resources include both human resources (knowledge, skills, talents) and material resources (money, property). Use completed student lists to facilitate a discussion describing the relationship of interior decisions to individual and family needs and wants.

TA 36 ***The Relationship of Interior Decisions to Needs and Wants***

3) SCENARIOS/GROUP ACTIVITY

Divide students into pairs or triads. Provide students with a variety of sample residential floor plans and the following scenarios:

NOTES

1) a married couple in their 40's with no children; both spouses work outside the home and do little entertaining
2) a married couple with three children (ages 5, 10, and 12); all the children are involved in sports and the grandparents live with the family
3) a single parent with two children (ages 14 and 17); the parent has a home office and works out of the home

Instruct student groups to analyze the floor plans, the needs of the families, and determine which floor plan(s) would be most suitable for meeting the space needs of each of the families. Have each group explain their decisions to the class.

If desired, the scenarios could be expanded to include various family incomes, house payments, fixed expenses, etc.

4) VIDEOTAPE/CLASS DISCUSSION

Have students view the videotape, *Design for Living,* available from The Curriculum Center for Family and Consumer Sciences, or another videotape on design planning and decision making. Lead a class discussion on the importance of these decisions as part of the planning process.

RESOURCES

VIDEOTAPE

Design for Living, available from The Curriculum Center for Family and Consumer Sciences.

4B - The student is expected to describe the influences of demographics, society, and culture on interior design decisions.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) GROUP ACTIVITY

Divide the class into groups and have each group read references to define the terms demographics, society, and culture.

- *demographics* - characteristics of the human population
- *society* - a community, nation, or grouping of people having common institutions, standards of living, etc.
- *culture* - the customs, traditions, beliefs, and ideas of a particular group or subgroup of society

Have each group share their definitions with the class. Next have groups determine how demographics, society, and culture influence interior design decisions. Have each group share their conclusions with the class.

2) RESEARCH/WRITTEN EXERCISE

TAAS WRITING

Define *restriction, deed restrictions, and zoning laws* for students.

- *restriction*: a limitation on the use of property
- *deed restrictions*: limitations on the use of property as outlined in the property owner's deed (contract of ownership)
- *zoning laws*: laws that determine the type of building (i.e., commercial or residential) and often the size of the building and details of construction, such as brick only, etc.

Have students gather information related to local building code and deed restrictions for interiors and exteriors (both residential and nonresidential) in your community from a title company, builder, or governmental agency. Have students write a summary of their findings including responses to the following key questions.

KEY QUESTIONS

- What are the purposes of these restrictions?
- Who checks to ensure that restrictions are enforced?
- How do these restrictions influence the design process?
- How could deed restrictions limit interior changes to a structure?
- What influences do demographics, society, and culture have on restrictions in your community, and thus influence interior design decisions?
- How would these restrictions affect your decision to purchase housing or a business in a particular area?

NOTES

Have students interview community members living in subdivisions that have homeowner associations. Have students inquire about the various restrictions for living in these areas. Allow time for students to share the results of their interviews with the class.

3) GUEST SPEAKER

Invite a representative from the historical preservation society to speak to the class about the evolution of your town or city. Have the speaker address how demographics and culture of the early settlers shaped the town and the society as the town developed. Ask the speaker to address historic preservation in your area and how restrictions have influenced historic restoration in the community.

4) INTERNET ACTIVITY/EDUCATIONAL TOUR

Using the Internet, have students research historical sites in your county and the surrounding area. Discuss the importance of these sites to learning about the early societies that helped frame the culture of the community today. If possible, arrange for students to take a bus tour to several historical sites or visit a museum of local history.

5) INDIVIDUAL ACTIVITY

Have students consider the demographics, society, and culture in which they live. Instruct students to briefly summarize how each factor (demographics, society, culture) influences their interior selections at home. Examples include colors, fabrics, furniture, window treatments, etc. (A specific example would be high school students who decorate their bedrooms in their school colors, as influenced by the school culture and environment.)

RESOURCES

WEB SITES

Easy Demographics
www.easidemographics.com/easi_free_reports.html

Texas Historical Commission
www.thc.state.tx.us/

4C - The student is expected to explain the relationship of economics to interior environments.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) CLASS DISCUSSION

Discuss with students the relationship of economics to interior environments. Economic conditions such as interest rates, inflation, cost of living, and unemployment determine what people can afford in residential and nonresidential environments.

KEY QUESTION
- If a family is needing to remodel their home to accommodate elderly grandparents and want to cut costs, what would you recommend to them? Why?

2) PROJECT/PROBLEM-SOLVING

Divide students into small groups. Present students with the following problem:

TAAS READING

TAAS MATH

Ted and Alice Hartman have learned that they are expecting triplets. They have one son, Josh. They live in a 1500 square foot two-bedroom home with one living area. They love their neighborhood and do not want to move. They have decided to remodel their home and add a bedroom, playroom, and utility room. Ted has good carpentry skills and figures that maybe he could do the work himself at night and on weekends. However, he is not sure he could be finished by the time the babies are born. Using a variety of resources, compare for Ted the cost of remodeling by hiring a professional versus the cost of a do-it-yourself job.

Instruct students to use classroom and library resources, the Internet, and community resources to gather information for their project. As a class, determine the dimensions and amenities of the added space. Tell them that the Hartman's have asked them for a price comparison to help them make this decision. Have each group share their findings with the class.

3) WRITTEN EXERCISE

Have students choose one of the following statements that they agree with and justify their choice in writing.

TAAS WRITING

NOTES

1) It is better for young adults to buy a few high quality, more expensive home furnishings because they will last longer.

2) It is better for young adults to buy less expensive home furnishings so that they can furnish their home more quickly.

RESOURCES

4D - The student is expected to propose strategies for controlling costs, allocating resources, and budgeting for acquisition of products to enhance interior environments.

NOTES

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students read reference and resource information to identify strategies for controlling costs, allocating resources, and budgeting utilized with interior design projects. Discuss with students the different types of fees and compensation for design services associated with acquisition of products to enhance residential and nonresidential interior environments. Knowledge of fees and compensation is important for controlling costs, allocating resources, and budgeting.

The following are examples of types of fees and compensation:

1. *Flat-fee basis* - the fee covers charges for the designer's time only.
2. *Flat-fee plus percentage of total costs* - the client pays a flat fee based on the job's original estimate. If expenditures increase beyond the estimate, the designer's fee increases as well.
3. *Per diem fee* - this is calculated by the number of days the designer spends on a job (may be converted to an hourly basis)
4. *Retail base* - the client's merchandise is billed at list price (100 percent or greater of the wholesale price). This is the most profitable method of compensation for designers. The designer then receives a percentage of the list price or a commission.
5. *Cost-plus system* - the designer is reimbursed for services by marking up materials 20 to 30 percent. This is the designer's least popular method of compensation.

KEY QUESTIONS

- Why is knowledge of fees and compensation practices important for designers?
- How is knowledge of fees and compensation practices a strategy for controlling costs, allocating resources, and budgeting in interior design projects?

2) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Gather samples of letters of agreement for contracted services from independent design consultants, retail stores that offer interior design services, etc. Lead a class discussion about the content of the letters and their purposes. Explain how letters of agreement are strategies for controlling costs, allocating resources, and budgeting for the acquisition of interior products. Display Teaching Aid 37, ***Sample Letter of Agreement***, on the overhead projector.

TA 37 Sample Letter of Agreement

KEY QUESTION

- What are the essential components of a letter of agreement?

NOTES

TAAS WRITING

Instruct each student to write a letter of agreement using computer word processing software if available. After everyone has finished, have student volunteers read their letters to the class. Have the students evaluate the letters based on the needed components and clarity of the language. Select the best letters to be posted on a bulletin board or other visual display.

3) CLASS DISCUSSION/INDIVIDUAL ACTIVITY

TA 38 *Factors to Consider When Purchasing Products for Interiors*

Discuss with students the importance of consumer information and wise consumer buying strategies when selecting products to enhance interior environments. These consumer strategies also aid in controlling costs and following a budget. Distribute copies of Teaching Aid 38, ***Factors to Consider When Purchasing Products for Interiors***, to students. Have them expand the web diagram to include factors consumers should consider before purchasing products for interiors. The factors could be stated in the form of questions such as:

- What is the reputation for quality of the manufacturer?
- Is the retail dealer reliable and dependable?
- What is the guarantee, repair, or replacement policy for merchandise arriving in damaged condition?
- Is the product well constructed?
- How will the materials wear with regular use?
- Will the style of the item still be acceptable in five or ten years?
- If it is part of a group or set, will additional pieces be available later on?
- If the product is upholstered, can it be reupholstered or slipcovered easily to change the color scheme?
- Is the product versatile enough to be used in another room or in another home?
- Can it be cleaned?

Have students discuss their web diagrams when completed and respond to the following key questions.

KEY QUESTIONS

- How might answering these questions prior to a purchase help control costs, allocate resources, and budget for the purchase of products for interior environments?
- What are some strategies for controlling costs, allocating resources, and budgeting for acquisition of products to enhance interior environments?

FCCLA ACTIVITIES

- Power of One: Working on Working

Interior Design

Knowledge and Skills.

(5) Furniture, appliances, and accessories.

The student evaluates the role of furniture in interior design for residential and nonresidential settings.

The student is expected to:

(A) describe characteristics of period styles;

(B) determine the influence of period styles on interior design;

(C) summarize selection and care of quality furniture;

(D) assess aesthetic and functional aspects of furniture; and

(E) describe the impact of technology on furniture.

5A - The student is expected to describe characteristics of period styles.

1) CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Discuss with students that the Egyptians were the first to record the use of furniture. None of their furniture looks completely foreign today. Their footstool looks very much like the present day campstool. Throughout history, furniture styles have changed continually. Display Teaching Aid 39a, ***Terms to Know***, and explain each of the definitions to students. Distribute copies of Teaching Aid 39a-b to students and have them use textbooks and other classroom resources to define the terms listed. After everyone has completed the assignment, lead a class discussion on each of the terms using student definitions as a springboard.

Answer key to Teaching Aid 39a-b:

4. antiques - original furniture that is more than 100 years old
5. Classical style - refers to copies of historical styles
6. Traditional style - includes the original design or historical origin
7. Provincial style - a simplified version of the traditional design
8. Transitional-contemporary style - combines more formal and elaborate classic styles with the straight lines of contemporary or modern styles or through contemporary fabrics, colors, or accessories
9. Eclectic style - furniture pieces of different periods that are combined to achieve an interesting effect
10. Reproductions and adaptations - designs based on other periods often using combinations of designs

NOTES

TA 39a-b
Terms to Know

TAAS READING

2) GROUP ACTIVITY/ORAL PRESENTATION

Divide the class into four small groups. Assign each group one of the following traditional styles of furniture:

- French
- English
- American
- Contemporary

Give each group a copy of the corresponding teaching aid from Teaching Aids 40-43, including a transparency master of the teaching aid. Instruct each group to study the furniture shown for their assigned style and list identifying characteristics of the furniture style. Students can use resources to gather additional information on their assigned style. Have each group prepare an oral presentation to "teach" the class about their assigned furniture styles and characteristics.

If possible, give each student a set of the illustrations on Teaching Aids 40-43, or give each student four index cards and have them label the cards as follows: 1) French Styles of Furniture, 2) English Styles of Furniture, 3) American Styles of Furniture, and 4) Contemporary Styles of Furniture. As each group presents their information to the class, have the students record the identifying characteristics on the appropriate

TA40 French Styles of Furniture
TA 41 English Styles of Furniture
TA 42 American Styles of Furniture
TA 43 Contemporary Styles of Furniture

TAAS READING

NOTES

handout or index card. Lead a class discussion on the similarities and differences of the different furniture styles presented.

3) EDUCATIONAL TOUR

TAAS WRITING

Arrange for students to participate in an educational tour of a furniture store. Have students identify the styles of furniture on display and examine combined styles in room settings that form an "eclectic" look. Following the tour, have each student write a brief summary describing two things they learned about the characteristics of period styles while on the tour.

KEY QUESTIONS

- What were the most common styles found on display?
- What combinations of styles were found?
- Do you think the style of furniture you select as a young adult will still be your style of choice after 25 or 30 years? Why?

4) PROJECT/VISUAL DISPLAY

Have each student prepare a visual teaching tool (tabletop display, bulletin board, Power Point presentation, etc.) using picture illustrations of one of the following traditional styles: English, French, Spanish, American, or Contemporary. Make sure that all of the styles are represented in the class. Have each student present their display to the class discussing the style illustrations they used.

KEY QUESTIONS

- Why is it important to recognize the various styles of furniture?
- Are some furniture styles more functional than others? Why?
- How can knowledge of furniture styles aid individuals in selecting new furniture, used furniture, or antiques?
- How can knowledge of period styles contribute to an understanding of adaptations of various styles?
- How can knowledge of the functional aspects of furniture affect selections?

RESOURCES

WEB SITES

American Furniture Manufacturers
www.afmahp.org/
Brywood Enterprises
www.brywood.com/
Embassy Antiques
www.embassyantiques.com/

5B - The student is expected to determine the influence of period styles on interior design.

1) GROUP ACTIVITY/ORAL PRESENTATION

Discuss with students that many styles of furniture are sold today. Much of this furniture has been copied or adapted from traditional styles called period pieces. Period furniture refers to furniture styles that were popular in the past. In order to combine furniture of one or more styles tastefully, an individual should recognize styles of certain periods and their characteristics. Distribute copies of Teaching Aid 44a-d, ***Major Periods and Styles of Furnishings,*** to students. Have students read the information presented. Divide the class into small groups (such as triads) and assign each group one of the major periods and styles of furniture. Instruct each group to research additional characteristics of their assigned period and styles such as dominant colors, typical woods, floor coverings, architectural features of homes during the period, window treatments, and accessories. Have students address the following key questions in their oral reports to the class.

KEY QUESTIONS

- What influence of your assigned period style do you see today?
- Which style(s) of furniture would be best suited for residential interiors?
- Which style(s) of furniture would be best suited for nonresidential interiors?

NOTES

TA 44a-d
Major Period and Styles of Furnishings

TAAS READING

2) RESEARCH/PROJECT/FLYER

Assign each student to prepare an informative flyer on noted architects or furniture makers using Internet, classroom, and library resources. Examples include:

- Thomas Chippendale
- Duncan Phyfe
- Charles Eames
- George Hepplewhite
- Mies van der Rohe
- Walter Gropius
- Frank Lloyd Wright
- Robert and James Adam
- Juan de Herrera

The information in the flyer should include the time period in which the person lived, the training or experience the person had, and the influence the person had on styles of furnishings and interiors. Have students used computer software to publish their flyers. After the flyers are completed, circulate them around the classroom for students to read.

TAAS READING

TAAS WRITING

SOCIAL STUDIES

NOTES

TA 45 ***Interior Design Project: Furniture Styles***

TA 46 ***Historical Comparison of Chairs***

TAAS MATH

TAAS WRITING

TA 47 ***Furniture Styles Quiz***

TA 47 ***Answer Key***

1. Queen Anne
2. Chippendale
3. Federal Style
4. Frank Lloyd Wright
5. Contemporary furniture
6. Art Noveau
7. Shakers
8. Empire
9. Hepplewhite
10. Modern

3) VISUAL DISPLAY

Have students use magazines and other periodicals to locate one example of an adaptation of each of the furniture styles listed on Teaching Aid 45, ***Interior Design Project: Furniture Styles***. Instruct students to mount their illustrations on construction paper, poster board, or any other creative way in which they choose. The students should justify each of the illustrations by writing a brief statement describing characteristics of the piece that are indicative of the particular style identified. Students should also include a sentence or two describing the influence of that period style on interior design. Have students display their projects in the classroom or hall showcase.

4) INDIVIDUAL ACTIVITY/PROJECT

Display Teaching Aid 46, ***Historical Comparison of Chairs***, on the overhead projector to review with students the changes in styles of chairs throughout history. Have students design the next major furniture style for the 21st century. Students may choose to design only one piece of furniture (such as a chair), or they may choose to do a complete room arrangement (such as a bedroom suite, or living room suite). Provide students with necessary supplies: tracing paper, graph paper, large sheets of art paper, drafting pencils, erasers, T-squares, triangles, compass, protractors, etc. Students also might choose to build their design through use of other medium, such as clay, balsa wood, pipe cleaners, fabric, foam board, styrofoam, etc. Instruct students to write a concept statement that describes their creation including function, materials, and primary location in the home or commercial setting.

5) INDIVIDUAL ACTIVITY

Have student complete Teaching Aid 47, ***Furniture Styles Quiz***, as an assessment of information they have learning through research and classroom experiences.

RESOURCES

BOOKS

Aronson, J. (1965). *The Encyclopedia of Furniture.*
New York: Crown Publishers, Inc.

Hayward, H., ed. (1965). *World Furniture*. New York: McGraw-Hill Co.

Hornung, C.P. *Treasury of American Design.*
New York: Harry N. Abrams, Inc.

5C - The student is expected to summarize selection and care of quality furniture.

1) CLASS DISCUSSION/CASE STUDIES

Discuss with students that throughout history furniture has been designed to fulfill specific human needs. Furniture is influenced by culture and current trends. Culture is a combination of all the customs, ideas, and beliefs that a group of people have. It includes social habits, traditions, and values, as well as arts and religion. Materials and methods of production available also affect these designs.

Selecting furniture is unique when compared to selecting clothing or electronics. Name brands are more common with clothing and electronics than with furnishings. There are approximately 5,000 furniture manufacturers in the United States. There are brand names, but few compared to the number in other industries. Furnishings have little or no warranty coverage and the products vary widely in design, quality, and price.

Distribute copies of Teaching Aid 48a-b, ***Buying Guidelines***, for students to read individually, Display Teaching Aid 49, ***Furniture Buying Guidelines***, to assist in a class discussion over the information provided in Teaching Aid 48a-b. Discuss key questions for consumers.

KEY QUESTIONS

- Do the furniture selections fit the purposes for which they are intended?
- Is the quality of construction and materials appropriate to withstand the intended use?
- Does the furniture selected fit the overall interior design of the room?
- Is it acceptable to other family members?
- Is cost of the furniture selected within the budgeted amount?

Distribute copies of Teaching Aid 50, ***Buying Furniture Case Studies***, to students. Instruct them to follow the directions for developing immediate and long-term furniture buying plans.

2) EDUCATIONAL TOUR/VIDEOTAPE

Arrange for students to tour a furniture store with the store owner or manager. Have the representative identify high-priced, moderately-priced, and economically-priced furniture. Ask the representative to explain the relationship of price, durability, style, care, and construction to furniture selection. Or, have students view the videotape, *Furniture: A Buyer's Guide,* available from The Curriculum Center for Family and Consumer Sciences, or another videotape on furniture selection.

KEY QUESTIONS

- What factors influence the selection of furniture?

NOTES

TA 48a-b	***Buying Guidelines***
TA 49	***Furniture Buying Guidelines***
TA 50	***Buying Furniture Case Studies***

TAAS READING

NOTES

KEY QUESTIONS, CONTINUED
- What factors influence the cost of furniture?
- How is quality related to cost?

TA 51a-b
Construction and Maintenance Requirements

TA 52 ***Construction of an Upholstered Chair***

TAAS READING

3) INDIVIDUAL ACTIVITY/LABORATORY EXPERIENCE

Have students read information in textbooks and other references regarding the woods and techniques used in furniture construction. Distribute copies of Teaching Aid 51a-b, ***Construction and Maintenance Requirements***, for students to read. Discuss the differences found in the construction of wood furniture such as veneer and solid wood furniture.

KEY QUESTIONS
- Which woods are best suited for furniture construction?
- Why does solid wood costs more?

Display Teaching Aid 52, ***Construction of an Upholstered Chair***, on the overhead projector and discuss how an upholstered chair is made. Have an old or discarded upholstered chair for students to take apart to examine its various components, observe the construction, and identify the various materials used.

4) DEMONSTRATION/INTERNET SEARCH

Obtain labels, seals, and warranties from various types of residential and nonresidential interior furnishings. Obtain more than one label of several types so students can make comparisons. Discuss the information found on each label. Have students do an Internet search to research laws and regulations affecting the labeling of interior furnishings.

KEY QUESTIONS
- Why do some labels contain information that is not required?
- What benefits does this give the consumer?

RESOURCES

VIDEOTAPES

Furniture: A Buyer's Guide, available from The Curriculum Center for Family and Consumer Sciences.

5) DEMONSTRATION/WRITTEN EXERCISE

Have students demonstrate procedures and products for cleaning furniture. Explain the difference between routine maintenance and occasional maintenance. Have students develop checklists to help them keep records of when furnishings were routinely cleaned and occasionally cleaned.

KEY QUESTION
- Why should record keeping be a part of furniture maintenance?

TA 53a-b
Furniture Repair

TAAS READING TAAS WRITING

6) CLASS DISCUSSION/PROJECT

Have students read selected references on minor furniture repairs. Use Teaching Aid 53a-b, ***Furniture Repair***, as a basis for discussion. Identify commercial products available to repair scratches, chips, nicks, burns, water damage, and other damages. Discuss how repairs are affected by the direction of the grain and the finish on the furniture. Have students complete one minor furniture repair at home. Instruct students to summarize the procedures they followed in writing.

5D - The student is expected to assess aesthetic and functional aspects of furniture.

NOTES

1) CLASS DISCUSSION/GUEST SPEAKER/EDUCATIONAL TOUR

Write the term *aesthetic* on the board and have students write their own definition of the term. According to Webster, "aesthetic" means "of sense perception; of, relating to, or dealing with the beautiful." Show pictures of different rooms and have students determine whether or not they consider the furniture aesthetically pleasing. Pictures can be from photographs taken by the teacher in a furniture store, Parade of Homes, historical home, etc. As an alternative, arrange for students to tour homes in a historical district and discuss the aesthetic aspects of the furniture, or find pictures in magazines to evaluate.

KEY QUESTIONS

- Does everyone agree on what is "beautiful" or "pleasing to the eye"? Why?
- What role does personal taste play in determining what is beautiful or aesthetically pleasing?

Invite a resource person to speak to the class regarding the different types of wood used in furniture construction. Ask the resource person to define and show students examples of hardwood, softwood, solid wood, grain, veneered wood. If possible, have the class visit a building supply center or hardware store to view the materials and equipment used in constructing furniture.

KEY QUESTIONS

- What aesthetic qualities are present in the different types of wood?
- Which wood has the lightest color?
- Which has the darkest color?
- Which wood is used most often in the furniture industry?

2) INDIVIDUAL ACTIVITY

TAAS READING

Have students read selected references on color and the fabrics used for upholstery. Display a color wheel for students and discuss the importance of color as an aesthetic quality of furniture.

Provide samples of patterned upholstery fabrics and have students select a fabric swatch for a sofa and then select swatches for other upholstered furniture pieces based on the colors in the patterned fabric.

KEY QUESTIONS

- Did the selected patterned fabric lead to pleasing color combinations? Why?
- What other items can be used as guides for planning color schemes?

NOTES

TAAS WRITING

3) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have each student identify a favorite piece of furniture in his or her home. Instruct students to write a one page explanation on why it is their favorite piece of furniture. Their writing should include factors such as the color, design, shape, comfort, texture, and function of the piece of furniture. In addition, have students include where in the home the furniture is located and why they chose it as their favorite.

TAAS MATH

4) PROJECT/TEAMWORK

Divide students into project teams. Assign each team a room such as a children's bedroom, playroom, formal living room, master bedroom, dining room, breakfast room, office, or gameroom. Instruct each team to plan an aesthetically pleasing color scheme for their room and choose fabrics for upholstered furniture, paint colors, and wallpaper (if desired) for their assigned rooms. Have each team construct a model of their room using foam board or illustration board. (Foam board is much easier to cut.) The model should include walls and flooring painted according to the color scheme selected, and fabrics used to show upholstered furniture or bedspreads. Furniture can be made from the foam board in rough form (i.e., a rectangle box covered with fabric to resemble a bed).

Have the class develop a checklist to assess the aesthetic aspects of the furnishings in the various models. Have the teams display their finished models around the classroom and have each student use the class checklist to assess each model.

KEY QUESTION

- What are the differences in class members' opinions of what they determined to be "aesthetically pleasing"?

5) PROJECT

Have the students write the term *multipurpose furniture* on their paper and define the term in their own words. After having students read their definition aloud, lead a class discussion on multipurpose furniture. Multipurpose furniture refers to furnishings that serve more than one purpose or function. Point out that these types of furnishings promote a variety of uses for a room as well as promoting more overall use of the room. Have students locate pictures in magazines, catalogs, or newspaper advertisements depicting multipurpose furniture used in residential and nonresidential settings. Examples include sofa beds, futons, and eating tables that also serve as study areas or conference tables. Students should write descriptions under each picture of how the furniture is multipurpose. Discuss the advantages and disadvantages of purchasing this type of furniture. Have students mount their pictures on white paper. Collect all of the pictures, display them for the class, and have class members discuss the functions and practicality of these furnishings in home and business settings.

5E - The student is expected to describe the impact of technology on furniture.

NOTES

1) INTERNET SEARCH/GROUP ACTIVITY

TAAS READING

Divide the students into small groups or have them work individually if there are enough computers. Have students complete an Internet search for Web sites and other resources that provide information dealing with technology used in furniture manufacturing. An example of a Web site is *www.tech.exchange.com/tekguru*. This site deals with case goods as well as upholstery. Have students search for information to answer the following key questions.

KEY QUESTIONS
- How is wood furniture manufactured?
- How is upholstered furniture manufactured?
- What technologies are utilized in these processes?
- Are any "handmade" processes still utilized? If so, how are they used?
- How has computer technology impacted the furniture manufacturing industry?

2) RESEARCH/GROUP ACTIVITY

TAAS READING

Divide the class into pairs and assign each pair one of the following furniture materials:

- hardwoods
- plywood
- wicker
- bamboo
- stainless steel
- brass
- softwoods
- solid wood
- rattan
- wrought iron
- aluminum
- glass
- veneer
- particle board
- cast iron
- copper
- plastic

Each group should research information about their product, noting how it is used in furniture construction and the technology used to produce furniture with the assigned material. Have each group report their findings to the class.

3) GUEST SPEAKER

Have an upholsterer or refinishing professional speak to the class regarding how technology has affected case goods and upholstered items. Topics discussed might include development of new tools and equipment and products used in manufacturing, upholstering, or refinishing of furniture.

KEY QUESTIONS
- How has technology affected the tasks of the upholster? the professional refinisher?

NOTES

KEY QUESTIONS, CONTINUED

- Has the cost of materials and services increased or decreased due to technological innovations?
- What changes are predicted for the future?

TAAS MATH

4) PROJECT

Have students create a scaled drawing of a room in a home or office building in the year 2025. The room should include furnishings needed according to the function/purpose of the space. Provide students with 1/4" = 1' graph paper, tracing paper, architect's rulers, T-squares, pencils, pink pearl erasers, and other tools to use for drafting their designs. Have students write an explanation to accompany their scaled drawing discussing the impact technology has had on the furnishings in the room. Post the designs and explanations in the classroom for students to view.

RESOURCES

WEB SITE

Brywood Enterprises
www.brywood.com/

Interior Design

Knowledge and Skills.

(6) Furniture, appliances, and accessories.

The student determines the role of appliances in interior design for residential and nonresidential settings.

The student is expected to:

(A) analyze the functional and aesthetic aspects of appliances;

(B) determine the process for selection of appliances;

(C) explain the safe use and care of appliances; and

(D) describe the impact of technology on appliances.

6A - The student is expected to analyze the functional and aesthetic aspects of appliances.

NOTES

1) BRAINSTORMING/CLASS DISCUSSION

Draw four columns on the board or on a transparency. Label the columns, "Kitchen," "Laundry," "Climate Control," and "Other." Ask students to brainstorm appliances and list them according to the appropriate category. Have students to identify the functions of each appliance on the list.

KEY QUESTION

- Which appliances are necessary and which are nice to have?

Lead a class discussion on how the economic, social, and technological changes occurring in the United States affect the design and function of appliances. Include the following topics in discussion:

- The high standard of living in the US as compared to other nations
- The increasing number of dual-career families
- The decreasing household size
- The increasing number of single-parent families
- The increasing number of single-person households
- The need to conserve natural resources

KEY QUESTIONS

- How does a high standard of living affect the number of appliances considered necessities?
- How does the number of dual-career families influence the demand for time and energy-saving appliances?
- How do the high costs of energy, water, and basic materials influence consumer expectations of appliance performance?
- How will more single-person households affect the sale of washers, dryers, freezers, and dishwashers?
- What effects will smaller homes and apartments have on the size and aesthetics of appliances in the future?

2) INTERNET SEARCH/RESEARCH

TAAS READING

Have students conduct Internet searches for information on new appliances from appliance manufacturers. A list of Web sites to try is found in the **Resources** section of this strategy. In addition, have students collect brochures and appliance catalogs from local retailers to use as classroom resources. Distribute the appliance information gathered from the Web sites and the other resources. Instruct students to examine the aesthetic aspects of the appliances such as different textures available on refrigerator surfaces, use of glass for appliance fronts (clear or color on color), different colors/finishes of appliances, interchangeable door panels for major appliances, etc.

NOTES

KEY QUESTIONS

- What are the advantages and disadvantages of some of the aesthetic features?
- How does aesthetic appeal influence people's choices of appliances?
- How do large and small appliances differ in aesthetic appeal?
- What additional functions have been added to the basic appliances? (e.g., icemakers, water dispensers, faux fronts)
- How can consumers evaluate the functions of an appliance against others with more aesthetic appeal?

3) EDUCATIONAL TOUR

Arrange for students to visit an appliance store to view the latest models of major appliances. Have a store representative discuss issues related to the functional and aesthetic aspects of appliances used for residential and nonresidential settings.

KEY QUESTIONS

- What influences consumers to purchase a certain appliance? (i.e., special features, color, size, cost, energy efficiency,)
- What influences the trends in colors for appliances?
- What were some popular colors for appliances in the past?
- What are the newest colors?
- How frequently do models and colors for major appliances change?

RESOURCES

WEB SITES

Amana
www.amana.com/
Frigidaire
www.frigidaire.com/
General Electric
www.geappliances.com/appliances/
Jennair
www.jennair.com
Kenmore
www.sears.com
Kitchen Aid
www.KitchenAid.com/
Maytag (Magic Chef)
www.bestmaytag.com/
Sub-Zero
www.subzero.com/
Whirlpool
www.Whirlpool.com/

6B - The student is expected to determine the process for selection of appliances.

1) CLASS DISCUSSION/WRITTEN EXERCISE

Display Teaching Aid 54, ***The Process for Selection of Appliances***, on the overhead projector or use it as a student hand out. Lead a class discussion about how each of the factors involved in the selection of appliances warrants careful consideration.

KEY QUESTIONS

- What are some features that indicate a quality appliance?
- Is the top-of-the-line appliance always the best buy? Why? How can you determine this?
- Is color a factor in appliance selection? Why?
- Why is it important to consider the tasks you need the appliance to perform when making a selection?
- Why is it important to consider current and future needs and wants?

Distribute copies of Teaching Aid 55, ***Words for Wise Consumers***, to students and have them search for definitions to the terms listed. Provide textbooks, references, and various catalogs featuring appliances for students to use as resources. Discuss the students' definitions when they have completed the exercise.

KEY QUESTIONS

- Why are the terms warranty and guarantee often used interchangeably? What is the difference?
- What is an example of a seal of approval found on an appliance?
- Why is it important to compare warranties?
- What is an extended warranty?
- Why is it important for consumers involved in the appliance selection process to know these terms?

2) INTERNET SEARCH

The Association of Home Appliance Manufacturers (AHAM) has been collecting data on appliances since 1972 basing all of its efficiency improvements and energy comparisons on statistics collected from that date. Data include statistics on average annual electricity costs, average number of major home appliances per household, records of imports and exports, and records of retail outlet sales of major appliances. Have students visit the AHAM Web site at *www.aham.org* and peruse its contents. Instruct students to write a summary of four of the sections found on the Web site (one paragraph per section; total of four paragraphs). Have students share their findings with the class.

NOTES

TA 54 ***The Process for Selection of Appliances***

TA 55a-b ***Words for Wise Consumers***

TAAS READING

TAAS WRITING

NOTES

TA 56 ***Understanding EnergyGuide Labels***

TA 57 ***Comparing Energy Costs***

TA 58 ***Answer Key: Comparing Energy Costs***

TAAS MATH

TA 59 ***Reading A Warranty***

3) CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Display Teaching Aid 56, ***Understanding EnergyGuide Labels***, on the overhead projector. Lead a class discussion about the energy costs of major appliances and the EnergyGuide labels required on dishwashers, freezers, furnaces, refrigerators, refrigerator-freezers, room air conditioners, washers, and water heaters. The information on the Energy Guide labels is based on United States government tests. Include the following points in the discussion:

- Energy costs are part of the overall costs of appliances.
- When shopping for appliances, look for energy-efficient models.
- Check the Energy Efficient Rating (EER) on the appliance. This is a measure of how efficiently an appliance uses electricity. The higher the EER number, the more efficient the appliance.
- You must know the cost of energy in your area to be able to accurately figure the operating costs of major appliances.

Using Teaching Aid 56, show students how to figure the operating cost over the estimated lifetime of an appliance. Have students complete the activity on Teaching Aid 57, ***Comparing Energy Costs***. Have students share their results with the class.

4) GROUP ACTIVITY

Divide the class into triads or small groups and provide each group with a warranty for an appliance. Distribute Teaching Aid 59, ***Reading A Warranty***, to each group, and have student groups answer the questions about their assigned warranty.

KEY QUESTIONS

- What is the importance of understanding all aspects of the warranty?
- How might a warranty affect the selection of an appliance?

RESOURCES

WEB SITE

American Home Appliance Manufacturers
www.aham.org

6C - The student is expected to explain the safe use and care of appliances.

NOTES

1) INDIVIDUAL ACTIVITY

TAAS READING

Provide students with copies of Use and Care Manuals for major appliances and small appliances. Write the following Key Questions on the board or a transparency as a prompt for the students' reading. Have students read the manuals and be prepared to share their responses to the questions with the class.

KEY QUESTIONS

- Which appliances require the most care, major or small appliances?
- What type of routine care is recommended for major appliances?
- What type of routine care is recommended for small appliances?
- What information is provided in the "Read this information first" section of the Use and Care Manual?
- What safety precautions are given?
- What information is given about storage of small appliances?
- What options does the consumer have if the Use and Care Manual for an appliance is lost or misplaced?
- What additional information does the manufacturer provide for the consumer?

2) DEMONSTRATION/GROUP ACTIVITY

TAAS READING

Locate Use and Care Manuals for the appliances found in the Family and Consumer Sciences department. Divide the class into groups equivalent to the number of appliances in the department to be demonstrated. Assign each group an appliance for which they are to prepare a five to ten minute demonstration on the safe use and care of their appliance based on information in the manual.

KEY QUESTIONS

- Why is it important to read and understand the safe operation of appliances before using them for the first time?
- How is knowledge of the safe use and care of appliances related to energy conservation?

3) GUEST SPEAKER

Invite a resource speaker (i.e., an appliance repair person or store representative) to speak to the class on the importance of appliance maintenance. Ask the speaker to address maintenance costs, types of repairs, and service call charges that may be incurred by consumers.

NOTES

FCCLA

FCCLA ACTIVITIES

- Financial Fitness: Consumer Clout

RESOURCES

PUBLICATION

Future Homemakers of America, Inc. 1993. *Financial Fitness.*

6D - The student is expected to describe the impact of technology on appliances.

NOTES

TA 60 Appliance Time Line

SCIENCE

1) BRAINSTORMING/CLASS DISCUSSION

Have students brainstorm and list appliances commonly found in homes today. Next ask students to define *technology* (Webster's Collegiate Dictionary, 10th ed.: "a manner of accomplishing a task using technical processes, methods, or knowledge). Lead a class discussion regarding how technology has affected each of the appliances they listed and how the appliances might be different without modern technology, such as the computer chip.

Display Teaching Aid 60, ***Appliance Time Line,*** on the overhead projector. Share with students how technology has impacted appliances and appliance manufacturing during the 20th century.

KEY QUESTIONS

- What technological advancements in appliances do you predict for the 21st century?
- How will these technological advancements impact individuals and families?
- How will these technological advancements impact businesses?

SCIENCE

2) INTERNET SEARCH/WRITTEN EXERCISE

Have students visit the General Electric Company Web site at *www.geappliances.com/*to read about the new Advantium technology which involves cooking with light. Instruct students to write an article for the school newspaper on this new technological advancement.

3) INTERVIEW/WRITTEN EXERCISE

Have students interview an appliance salesperson, write, or E-mail the consumer service/education department of an appliance manufacturer to gather information on how technology is impacting appliance product development and operation.

KEY QUESTIONS

- What new products are forecasted for the first decade of the 21st century?
- How has technology impacted the development of these products?

Have students share their findings with the class.

NOTES

TAAS READING

TAAS WRITING

SCIENCE

4) PROJECT/GROUP ACTIVITY

Have students design an insert for the local newspaper (such as might be included in the Sunday edition) that highlights consumer information related to technological advancements in appliances. Students will need to research the Internet and library resources to gain current information. In addition, local appliances retailers may have information from different manufacturers that they are willing to share with students. Divide the class into teams, assigning a different section of the publication to each team. One team will need to be the editorial team whose responsibilities include putting it all together. Have students use computer software to publish their newspaper insert.

FCCLA members could contact the local newspaper or community centers to share the information they have prepared.

FCCLA

FCCLA ACTIVITIES

- Financial Fitness: Consumer Clout
- Power of One: Take the Lead
- STAR Events: Illustrated Talk

RESOURCES

WEB SITES

American Home Appliance Manufacturers
www.aham.org

General Electric Company
www.geappliances.com/

Interior Design

Knowledge and Skills.

(7) Furniture, appliances, and accessories.

The student evaluates the role of accessories in interior design for residential and nonresidential settings.

The student is expected to:

(A) identify types of accessories;

(B) describe criteria for selection of accessories;

(C) analyze care of accessories; and

(D) practice guidelines for arranging accessories.

7A - The student is expected to identify types of accessories.

1) CLASS DISCUSSION

Lead a class discussion with students regarding accessories. Accessories lend interest, color, or warmth to a room. Accessories represent individual tastes more than any other items in residential and nonresidential interior settings. Display Teaching Aid 61, ***Types of Accessories***, on the overhead projector. Discuss with students that some accessories are functional, some are decorative, and some are both. Discuss the accessories listed on the teaching aid and have students name additional ones that are not listed. Have student volunteers discuss each accessory listed, describe how it might be used in residential and nonresidential settings, and whether it could be decorative, functional, or both.

2) INDIVIDUAL ACTIVITY

Have students cut out two pictures of interior settings from magazines or interior design periodicals. One picture should be a residential interior and one picture should be a nonresidential interior. Have students attach each picture to a sheet of white paper. Below each picture, students should identify all of the accessories shown in the interior settings. Instruct students to indicate whether the accessory is decorative, functional, or both. Have students describe the use of accessories in the interior settings they chose to the class.

KEY QUESTIONS

- Which accessories can be both decorative and functional?
- What determines whether an accessory is functional or decorative?
- What do accessories add to a room? Why?
- What trends in accessories are evident from the pictures chosen by class members?

NOTES

TA 61 Types of Accessories

NOTES

RESOURCES

WEB SITE

Southern Living
www.southernliving.com/

House Beautiful Homearts
www.homearts.com/depts/home

7B - The student is expected to describe criteria for selection of accessories.

1) INDIVIDUAL ACTIVITY/GROUP ACTIVITY

Review the principles of design from TEKS 1A with students. Have students explain how those principles apply to the selection of accessories. Using the pictures they selected for Strategy #2, TEKS 7A, or another room setting of their choice, have students identify and label examples of the design principles (proportion/scale, balance, rhythm, emphasis, harmony). Students also should identify and label the focal point and types of accessory arrangements displayed in the rooms.

NOTES

TA 62 Criteria for Selection of Accessories

KEY QUESTIONS

- What major theme is expressed by the room decor?
- How do the accessories influence the theme of the room?
- How have the elements and principles of design been utilized in the room?
- How was color used in the room?
- Why is it important to choose colors that one will feel comfortable with for a long time?
- Why is it important to choose some objects that can be replaced without large investments?
- Which principles of design were followed by grouping various sized pictures on the wall or by combining accessory items?

TAAS WRITING

In a brief paragraph, have students describe the criteria they believe was used for the selection of accessories in their example. Have a student volunteer write the criteria suggested by the class members on the board or a transparency. Use Teaching Aid 62, ***Criteria for Selection of Accessories*** to compare to the students' list and discuss with students various factors that influence the selection of accessories.

2) VIDEOTAPE/EDUCATIONAL TOUR/GUEST SPEAKER

Have students view the video, *Floral Design: From Concepts to Beauty*, available from The Curriculum Center for Family and Consumer Sciences, or another vidoetape on floral design to set the stage for an educational tour to a floral design shop. Visit a floral design shop for students to observe a floral design professional demonstrate ways to use plants or floral arrangements as accessories. Have the resource person discuss the costs of materials used in making fresh floral arrangements, artificial floral arrangements, or using plants as accessories in residential and nonresidential interiors. As an alternative, arrange for the agricultural science teacher to speak to the class about floral design and the use of floral products in residential and nonresidential interiors.

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NOTES

KEY QUESTIONS
- How are the elements of design applied in floral arranging?
- How are plants and floral arrangements used as accessories in interior settings?
- What do plants and floral arrangements add to a room?

TA 63 Art Terms

3) VISUAL DISPLAY/CLASS DISCUSSION

Display a variety of artwork for students to observe. Display Teaching Aid 63, ***Art Terms***, on the overhead projector and point out an example as each term is discussed with students. Discuss with students how art is effectively used in interior settings.

KEY QUESTIONS
- What are the differences in the types of art?
- Which types of artwork are best suited for residential interiors?
- Which types of artwork are best suited for nonresidential interiors?
- What criteria did you use in reaching these conclusions?
- How does artwork affect the overall mood of a room or space?

RESOURCES

VIDEOTAPE

Floral Design: From Concepts to Beauty, available from the The Curriculum Center for Family and Consumer Sciences.

WEB SITES

Design Savvy
www.geocities.com/Heartland/Hollow/8326/index.html

Interior Design Directory
www.i-d-d.com/

Internet Design Center
www.internetdesigncenter.com/

7C - The student is expected to analyze care of accessories.

1) PANEL DISCUSSION

NOTES

Invite a variety of professionals from the design field to discuss selection and care of accessories for residential and nonresidential interior settings. Have the panel members discuss how maintenance should be considered before a final decision is made to purchase accessories. Selection and care of accessories could include fabric pleated lamp shades, glass objects, pillows, baskets, books (especially old books or family heirlooms), picture frames, brass objects, and silver objects.

As an alternative , have students research resources for information on the selection and care of accessories. (See **Resources**, pg. 72). Have the students conduct their own panel discussion on the selection and care of accessories.

KEY QUESTIONS
- How would maintenance affect selection of accessories?
- What are the maintenance requirements for each item?
- Which influences accessory selections most often, value or maintenance requirements?

2) EDUCATIONAL TOUR

Visit a plant nursery to gain information on the use and care of live plants for residential and nonresidential interior settings. Ask the nursery professional to address the following key questions in the presentation to the students.

KEY QUESTIONS
- How are live indoor plants used most effectively in accessorizing interior space?
- What kinds of indoor plants need the most light?
- What kinds of indoor plants need the least amount of light?
- How should dust be removed from the leaves of live houseplants?
- How much water do indoor plants require?
- How often should indoor plants be fertilized?
- What is a plant service?
- Based on the aspect of care, which types of plants are best suited to residential interior settings? to nonresidential interior settings?

3) LABORATORY EXPERIMENT

Provide old silk floral arrangements for students to use to experiment with different cleaning methods such as pressurized cans of air used to remove dust, hair spray or spray starch to restore body, and washing

NOTES

the plants and flowers in detergent and hanging to dry. Once the flowers and plants have been cleaned, have the students practice arranging the flowers in different ways or adding a few new pieces to give the arrangement a whole new look.

KEY QUESTION
- Which cleaning method worked the best?
- What procedures for cleaning artificial plants and flowers would you recommend to others?

RESOURCES

AGENCIES AND ORGANIZATIONS

Public Library

WEB SITES

Consumer Information Center
www.pueblo.gsa.gov/

Texas Agricultural Extension Service
agextension@tamu.edu

7D - The student is expected to practice guidelines for arranging accessories.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) CLASS DISCUSSION

Discuss with students that accessories are the things that give an interior setting a personalized look. When dealing with residential interiors, accessories can reveal the personality of the individual much more so than furniture. In nonresidential settings, accessories can be used to highlight special features of the business, its functions, goals, and successes. Display a transparency of Teaching Aid 64, ***Guidelines for Arranging Accessories***, and discuss each of the guidelines with the class.

TA 64 Guidelines for Arranging Accessories

KEY QUESTION

- How might these arrangement guidelines be used in other situations in interior design?

2) INDIVIDUAL ACTIVITY

Lead a class discussion about methods for hanging pictures including information on formal arrangements, informal balance arrangements, linear arrangements, and groupings. Explain to students that pictures may be hung singly, especially if the picture is large, or in groupings of smaller pictures and accessories to give the effect of a large picture.

TA 65 Wall Arrangements

Have students cut various sizes and shapes of newsprint or butcher paper and practice making group arrangements by taping the pieces of paper to the wall to get a realistic view of the overall effect. Tell students that this works well when planning a picture grouping. Cut the paper pieces the same sizes and shapes of the pictures and accessories. Distribute copies of Teaching Aid 65, ***Wall Arrangements***, to students along with sheets of colored paper or fabric scraps. Have students cut out various sizes and shapes from the colored paper or fabric scraps and make a wall arrangement for the room in the illustration. Have students describe and justify their arrangements to the rest of the class.

3) PROJECT

Distribute copies of Teaching Aid 66, ***Accessorizing A Room***, to students. Have students accessorize the room by sketching in a variety of acces-

TA 66 Accessorizing A Room

NOTES

sories. Students may use colored pencils, markers, or crayons to add emphasis with color. Remind students to consider the elements and principles of design when adding accessories to the room. Have each student explain their illustration to the class and then display the students' work in the classroom.

FCCLA

4) PROJECT

Have students design a showcase for FCCLA. Remind students to use the guidelines for accessories while planning their showcase. Select the best showcase plan and have students use the plan for a showcase in the school building.

KEY QUESTIONS

- What guidelines for arranging accessories were used in the showcase plan?
- How were the elements and principles of design applied in each of the showcase designs?

RESOURCES

WEB SITE

Brywood Enterprises
www.brywood.com/

Interior Design

Knowledge and Skills.

(8) Career preparation.

The student exhibits employability skills.

The student is expected to:

(A) demonstrate effective methods to secure, maintain, and terminate employment.

(B) demonstrate effective verbal, nonverbal, written, and electronic communication skills;

(C) demonstrate positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership; and

(D) demonstrate skills, characteristics, and responsibilities of leaders and effective team members.

8A - The student is expected to demonstrate effective methods to secure, maintain, and terminate employment.

1) GROUP ACTIVITY

Distribute copies of Teaching Aid 67, ***Career Terms and Concepts***. Have students work in groups to define the terms and concepts. Have each group share their definitions relating them to careers in the interior design industry. Discuss the following key questions with students.

KEY QUESTIONS

- Why is it an important employability skill to know and understand the career terms?
- How could knowledge and understanding of these terms help someone to secure employment?

2) CLASS DISCUSSION/INDIVIDUAL ACTIVITY

In advance, prepare two employment applications for a job in the interior design field. The job can be fictional or one from the newspaper classified ads. Fill out one employment application form neatly and completely. Prepare the other employment application form in a very sloppy manner with many crossouts and misspelled words. Make a transparency of each application or make a class set to distribute to each student. Discuss with students the impressions they formed when they saw the messy application; these are the same impressions that employers form when they receive a messy, sloppy application form.

KEY QUESTIONS

- How might a messy application prevent an otherwise qualified applicant from getting a job offer?
- Why might a neatly prepared application assist someone in securing employment, especially in the interior design field?

Display Teaching Aid 68a-b, ***Completing Job Applications***, on the overhead projector. Lead a class discussion with students on each of the key points. Distribute copies of Teaching Aid 69, ***Sample Job Application***, to students and have them complete the sample application for a job in the interior design field. Tell students that their applications will be evaluated for correct spelling, neatness, and completeness.

3) CLASS DISCUSSION

Display Teaching Aid 70, ***Conduct on the Job***, on the overhead projector. Lead a class discussion with students regarding acceptable and unacceptable behaviors on the job. Have students respond to the following key questions in writing.

NOTES

TA 67 Career Terms and Concepts

TA 68a-b Completing Job Applications

TA 69 Sample Job Application

TA 70 Conduct on the Job

NOTES

KEY QUESTIONS
- What behaviors are unacceptable on the job?
- What personal characteristics should a person in an interior design career have? Why?
- What are the consequences of poor conduct on the job?
- What are the rewards/benefits of maintaining appropriate and professional conduct on the job?

4) PANEL DISCUSSION/INTERVIEW

Invite a panel of interior design professionals to share with the class about how their careers began and how they acquired the skills they use in their current positions. Ask the panel members to discuss with students career opportunities in interior design, including advancement. Have the panel members address effective methods to secure, maintain, and terminate employment in the interior design field, as well as discuss ways to start a design business. As an alternative, have interior design students interview a professional in this field.

TA 71 Terminating Employment

5) ROLE PLAY

Discuss with students appropriate methods for terminating employment using Teaching Aid 71, ***Terminating Employment***. Have student volunteers role play employers and employees involved in various employment termination situations. If time permits, have the students write scenarios for the role plays rather than just acting out impromptu situations.

KEY QUESTIONS
- Which methods for terminating employment appear to be the best?
- Which methods are not appropriate?
- What does the phrase, "don't burn any bridges" mean in regards to employment termination?

TAAS WRITING

Following the role plays and discussion, have students use computer word processing software to write a sample letter of resignation. Check the students' letters for correct grammar, spelling, and clarity.

FCCLA ACTIVITIES

- Power of One: A Better You; Working on Working
- FCCLA Career Connection: LINK UP to Jobs; ACCESS SKILLS for Career Success
- STAR Events: Job Interview

RESOURCES

BOOK
Home Economics Curriculum Center, 1997. *Skills for Life* Unit 6, "Employability Skills."

8B - The student is expected to demonstrate effective verbal, nonverbal, written, and electronic communication skills.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) ROLE PLAY

Have students play a short game of "charades" to introduce the lesson on nonverbal communication. Display Teaching Aid 72, ***Nonverbal Communication***, on the overhead projector and discuss with students how a person's thoughts, feelings, or attitudes can be communicated to others nonverbally. Discuss the meanings of the words listed on the teaching aid. Have student volunteers role play, using verbal and nonverbal communication skills, employment situations where nonverbal communication is used to communicate the feelings and attitudes listed on Teaching Aid 72.

*TA 72 **Nonverbal Communication***

KEY QUESTIONS

- What additional words describe messages communicated nonverbally?
- How does one's attitude convey nonverbal communication?
- How does a communicating a positive attitude contribute to job success?
- How can negative attitudes affect job success?
- What nonverbal communication skills are important for individuals pursuing careers in the interior design field? Why?

2) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Assign students to investigate an entry-level job related to interior design. Have each student compile information that includes educational requirements, skill requirement, and job prospects. Have students create a fictitious want ad for an entry level job in the interior design field based on the information located above or have the class create the fictitious want ad and all apply for the same job.

*TA 20a-b **Outline for a Persuasive Letter***

TAAS WRITING

Have students write a persuasive letter to the business where they are seeking employment. Instruct students to use Teaching Aids 20a-b, ***Outline for a Persuasive Letter***, to assist them in organizing information and writing their letters. As an alternative, have several students write a persuasive letter from an independent design consultant to a business owner who is planning to remodel an office complex. The purpose of the letter is to persuade the business owner to contract for design services with the independent design consultant.

NOTES

TAAS WRITING

3) INTERNET SEARCH

Have students search the Internet for interior design companies that advertise job openings on their Web sites (i.e., Ethan Allen). Most of these companies have an E-mail address for interested persons to communicate with the company via electronic communication. Have students select a position from one of the Web sites they visited and prepare a fictitious E-mail response (on paper) regarding the employment opportunity. Ask student volunteers to share their fictitious E-mail communications with the class.

KEY QUESTIONS

- What are some guidelines for using electronic communication?
- What are the advantages and disadvantages of electronic communication in business?
- What are some examples of how electronic communication could be used effectively in interior design careers?

FCCLA

FCCLA ACTIVITIES

- Power of One: A Better You; Working on Working
- FCCLA Career Connection: LINK UP to Jobs; ACCESS SKILLS for Career Success
- STAR Events: Job Interview, Interpersonal Communications

RESOURCES

BOOK

Packer, A.J. (1997). *How Rude! The Teenager's Guide to Good Manners, Proper Behavior, and Not Grossing People Out*. New York: Free Spirit Publishing.

WEB SITE

Ethan Allen, Inc.
www.ethanallen.com/about/index.html

8C - The student is expected to demonstrate positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) PANEL DISCUSSION/ORAL PRESENTATION

Invite a panel of individuals employed in various aspects of the interior design field to speak to the class; panel members could include designers, architects, floor covering installation professionals, business managers, retail salespersons, and drapery or upholstery workroom employees.

Ask each panel member to describe their job and job responsibilities for the class. Have the panel discuss the importance of interpersonal skills such as conflict resolution, negotiation, teamwork, and leadership in their respective businesses.

KEY QUESTIONS
- How is teamwork a part of your job?
- What examples can you give where negotiation skills were used at your workplace?
- How are these skills utilized by those in management positions?
- What opportunities for training in teamwork and negotiation skills do employees have in your business?

Following the presentation, divide the students into four teams. Assign one topic to each team (conflict resolution, negotiation, teamwork, or leadership). Instruct each team to summarize what they learned from the panel and supplement that information with additional information from reference texts and resources if necessary. The teams are to prepare an oral presentation for the class to review and reteach about the four topics. Encourage the teams to use visual aids (transparencies, posters, Power Point, etc.) to aid them in their teaching.

2) SCENARIO/ROLE PLAY

TA 73 Scenario

Divide the class into small groups. Assign the following roles to the members of each group: designer, store owner, client, and store employees (if needed). Distribute copies of the scenario on Teaching Aid 73, ***Scenario***, to each group.

Have the groups use creativity in presenting the role play while demonstrating the use of conflict resolution, negotiation, teamwork, and

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leadership skills in the workplace. As each group presents their role play, have students in the audience list and describe the various interpersonal skills that they observed. Following the role plays, lead a class discussion on the importance of these interpersonal skills in relationships in the workplace. As a class, have students determine which role play exhibited the best use of interpersonal skills.

3) VIDEOTAPE

Show a video on conflict resolution skills such as the video, *Conflict Resolution*, available from The Curriculum Center for Family and Consumer Sciences. Following the video, have students make a class list of strategies to use in resolving different types of conflict. Have students give examples of how these skills relate to workplace experiences in the interior design field.

FCCLA ACTIVITIES

- Power of One: A Better You; Working on Working; Take the Lead
- FCCLA Career Connection: SIGN ON to the Career Connection; PROGRAM Career Steps; ACCESS SKILLS for Career Success
- STAR Events: Interpersonal Communications; Skills for Life

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 4B, "Leadership," and Module 4C, "Conflict Resolution."

VIDEOTAPE

Conflict Resolution, available from The Curriculum Center for Family and Consumer Sciences.

8D - The student is expected to demonstrate skills, characteristics, and responsibilities of leaders and effective team members.

NOTES

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) BRAINSTORMING/CLASS DISCUSSION

Use Teaching Aid 74a, ***Teamwork***, and Teaching Aid 74b, ***Leadership***, as prompts for student brainstorming on these two topics. Have students brainstorm additional key principles related to teamwork and leadership that they can think of and add them to the bulleted lists. Lead a class discussion on what it means to function as part of a team and the many real-life applications of these skills.

TA 74a Teamwork

TA 74b Leadership

KEY QUESTIONS
- What are the benefits of functioning as effective team members?
- What are the implications and/or consequences of irresponsible team members?
- What are the benefits of effective leadership?
- What are the implications/consequences of ineffective leadership?
- How are these skills used in busy families?
- How are these skills used in the workplace?
- How are these skills important in this class?

2) TEAMWORK

Divide students into teams and assign each team a different topic in interior design to research (or let teams select a topic). Instruct each team to elect a team leader. The leader will delegate the role each team member will have in the research project. The team will compile their work and present a brief report on their topic to the class.

TAAS READING

After the reports, have each team prepare a poster that illustrates the skills, characteristics, and responsibilities of leaders and effective team members.

KEY QUESTION
- Why is it important for those in the interior design field to demonstrate skills, characteristics, and responsibilities of leaders and effective team members?

NOTES

TA 75 Factory Exercise

3) TEAMWORK

Divide students into teams of four students. Tell them that their team represents a project team in the workplace; in this instance, they represent a factory that makes boxes. Make multiple copies of Teaching Aid 75, ***Factory Exercise***, for each team (about 20-25). Set a time limit, and instruct students to see how many boxes they can make during the allotted limit. Remind students of the key principles of teamwork discussed in Strategy #1. Following this exercise, have a spokesperson from each team to describe how the team implemented teamwork skills to increase productivity.

4) VIDEOTAPE

Show a videotape on leadership, such as the video, *Leadership Skills*, available from The Curriculum Center for Family and Consumer Sciences. Lead a class discussion on the importance of leadship skills in family, career, and community roles.

FCCLA ACTIVITIES

- Power of One: A Better You; Take the Lead
- FCCLA Career Connection: PROGRAM Career Steps; INTEGRATE Work and Life
- STAR Events: All areas
- Leadership Dynamics

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 4B, "Leadership."

VIDEOTAPE

Leadership Skills, available from The Curriculum Center for Family and Consumer Sciences.

Interior Design

Knowledge and Skills.

(9) Career preparation.

The student makes informed career decisions that reflect personal, family, and career goals.

The student is expected to:

(A) determine employment and entrepreneurial opportunities and preparation requirements in interior design;

(B) propose short-term and long-term goals;

(C) evaluate the effect of interior design careers on family life;

(D) describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles;

(E) assess factors affecting a safe working environment; and

(F) describe personal and interior design career applications of technology.

9A- The student is expected to determine employment and entrepreneurial opportunities and preparation requirements in interior design.

NOTES

TA 76 Job Profile

1) INTERVIEW

Have students interview an interior design professional via personal interview, written correspondence, E-mail, telephone call, or arrange a conference call on a speaker phone for the entire class. Have students complete Teaching Aid 76, ***Job Profile***, based on information gained from their interview. Have students prepare appropriate interview questions in class prior to scheduling the interviews. Instruct students to write thank you notes to the professional they interviewed. Have each student share what they learned about careers in interior design from the interview.

2) VIDEOTAPE/CLASS DISCUSSION

Have students view the videotapes, *Interior Design Careers* or *Careers in the Home Furnishings Industry*, available from The Curriculum Center for Family and Consumer Sciences, or other videotapes on careers in the interior design field. Lead a class discussion on duties and responsibilities of these careers and the educational and training requirements necessary in preparation for employment in these careers.

KEY QUESTIONS

- What types of education and training are needed for interior design careers?
- What aspects of these careers appeal to you the most? Why?
- If you had the opportunity to become a business owner/entrepreneur in the interior design industry, what type of business would you have?
- What education and other preparation requirements would you need prior to owning your own business?
- What personal characteristics and skills are needed for entrepreneurship?
- What advice would you give to someone interested in pursuing a career in the interior design field?

3) PROJECT/GROUP ACTIVITY

Divide students into small groups. Tell the students that they are to create some type of visual media (i.e., a brochure, pamphlet, television commercial, videotape, etc.) that provides information on preparation requirements and career opportunities in the interior design industry. Have students visit Web sites for colleges and universities that offer degree programs in the interior design field to gain information on types of degrees available and other educational requirements.

TAAS WRITING

FCCLA

NOTES

Telephone directories from urban areas (available at the public library) can provide valuable information on businesses that employ individuals in this field. The *Occupational Outlook Handbook* and other career resources are good resources for information students will need for their projects. When projects are completed, have each group present their media project to the class.

FCCLA ACTIVITIES

- FCCLA Career Connection: SIGN ON to the Career Connection, PROGRAM Career Steps
- Power of One: Working on Working
- STAR Events: Entrepreneurship; Applied Technology

RESOURCES

BOOK

Family, Career and Community Leaders of America, Inc. 1999. *Career Connection.*

VIDEOTAPES

Careers in the Home Furnishings Industry, available from The Curriculum Center for Family and Consumer Sciences.

Interior Design Careers, available from The Curriculum Center for Family and Consumer Sciences.

WEB SITES

Abilene Christian University, Department of Family and Consumer Sciences
www.acu.edu/academics/fcs
Baylor University
www.baylor.edu/~Family_Consumer_Sciences/id.html
Sam Houston State University
www.shsu.edu/
Stephen F. Austin State University, Department of Human Sciences
www.education.sfasu.edu/hms/
Southwest Texas State University,Dept. of Family and Consumer Sciences
www.fcs.swt.edu/
Texas A&M University at College Station, College of Architecture
archrone.tamu.edu/architecture/
Texas A&M University-Kingsville, School of Agriculture and Human Sciences
www.tamuk.edu/aghs/hsci/academics.html#fim
Texas Southern University, Department of Human Services
www.tsu.edu/departments/human_services/index.htm
Texas State Occupational Information Coordinating Committee
www.soicc.state.tx.us/

WEB SITES, *continued*

Texas Tech University,
College of Human Sciences,
www.hs.ttu.edu/

University of Texas at Austin,
College of Architecture
www.ar.utexas.edu/

Occupational Outlook Handbook
http://stats.bls.gov/ocohome.htm

9B - The student is expected to propose short-term and long-term career goals.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

TA 77 Goals

TA 78 Types of Resources

TA 79 Reaching Your Career Goals

1) CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Discuss with students that everyone has needs and wants. Goals help individuals in meeting needs and wants. Goals are the aims you are trying to reach or the things you want to achieve. Goals require effort and commitment in order to be achieved. An individual's personal and professional life can become quite frustrating without goals. Thought and planning must be part of the goal setting process. Have students view a videotape on goal setting to enhance the discussion.

Display Teaching Aid 77, ***Goals***, on the overhead projector and discuss the importance of individuals setting both short-term and long-term goals. Discuss the importance of using internal and external resources in setting and achieving goals using Teaching Aid 78, ***Types of Resources.*** Have the students suggest additional internal and external resources to add to the list.

Distribute copies of Teaching Aid 79, ***Reaching Your Career Goals***, to students. Have them complete the activity by responding to the questions.

KEY QUESTIONS

- Why are goals important?
- What are some consequences of not setting goals and working toward reaching them?
- What are examples of short-term goals for high school students?
- What are some examples of long-term goals for high school students?
- What are your educational goals?
- What are your career goals?

2) GUEST SPEAKER

Invite the superintendent, principal, counselor, or a school board member to speak to the class about their personal career goals and their experiences as they worked toward achieving those goals. Ask the guest speaker to discuss with the students the importance of goal setting and wise use of resources in goal attainment.

NOTES

3) VIDEOTAPE

Have students view the videotape, *Goal Setting: Planning for Your Future*, available from The Curriculum Center for Family and Consumer Sciences, or another videotape on goal setting. Lead students in a class discussion on the importance of setting goals throughout adulthood.

FCCLA ACTIVITIES

- FCCLA Career Connection: SIGN ON to the Career Connection
- Power of One: A Better You; Working on Working
- STAR Events: Skills for Life

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8B: Goal Setting and Decision Making.

VIDEOTAPE

Goal Setting: Planning for Your Future, available from The Curriculum Center for Family and Consumer Sciences.

9C - The student is expected to evaluate the effect of interior design careers on family life.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) CLASS DISCUSSION

Display Teaching Aid 80, ***Career Concentration: Environmental Design***, on the overhead projector, to show students examples of career opportunities in interior design. Discuss with students the effects these careers might have on personal and family life. Display Teaching Aid 81, ***Career Factors That Impact Family Life***, and have students suggest additional career factors to add to the list. Discuss each factor with the class.

TA 80 Career Concentration: Environmental Design

TA 81 Career Factors That Impact Family Life

KEY QUESTIONS

- What are some examples of the positive effects of these careers on personal and family life?
- What are some examples of the negative effects of these careers on personal and family life?
- What are some strategies for turning the negative effects into positive ones?

2) WRITTEN EXERCISE/GROUP ACTIVITY

Distribute copies of Teaching Aid 82, ***The Effects of Careers and Work on the Family***, and have students complete each open-ended statement. Arrange the classroom to resemble a Board Room, with students in the role of the Board of Directors for the Family and Work Institute. Tell students that the purpose of the Family and Work Institute is to help individuals resolve issues related to the effects of their careers on their family life and to educate others in strategies for achieving satisfying work and family lives. Select one student to serve as Board Chairperson. Using the open-ended statements as prompts, have the "Board members" evaluate the effects of each issue on the family.

TA 82 The Effects of Careers and Work on the Family

3) WRITTEN EXERCISE

Have students choose a career in the interior design field to write about. Tell students that they are going to write and illustrate a story titled, "A Day in the Life of __________," which will tell the story of the work and family life of a person working in the career they chose. Have students use computer word processing software to publish their stories. Ask student volunteers to share their stories with the class.

TAAS WRITING

NOTES

Discuss with students how their "work" now is school and possibly a part-time or volunteer job.

KEY QUESTION

- What impact do your current "work" responsibilities (school and job) have on your family life?

FCCLA ACTIVITIES

- Families First: Balancing Family and Career
- FCCLA Career Connection: INTEGRATE Work and Life
- Power of One: Family Ties
- STAR Events: Skills for Life

RESOURCES

PUBLICATIONS

Family, Career and Community Leaders of America, 1999. *Career Connection.*

Family, Career and Community Leaders of America, 1999. *Power of One Workbook.*

Future Homemakers of America, Inc. 1996. *Families First Workbook.*

Future Homemakers of America, Inc. 1996. *STAR Events Manual.*

9D - The student is expected to describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles.

1) VIDEOTAPE/CLASS DISCUSSION

NOTES

Have students view the videotape, *Managing Multiple Roles*, available from The Curriculum Center for Family and Consumer Sciences, or another videotape on the management of multiple family, community, and career roles. Lead a class discussion on strategies individuals can implement to assist with managing multiple roles.

KEY QUESTIONS

- Why is it important to know strategies for managing multiple roles?
- What appears to be the most difficult part of managing multiple work and family responsibilities?
- How does the balance of responsibilities at work and responsibilities at home change throughout adult life?
- What skills do you have that helps you manage your school and family responsibilities now?
- What additional skills might you need in the future to help you manage multiple work and family roles?

2) INTERNET SEARCH/ORAL PRESENTATION

Have students conduct an Internet search to locate information about various interior design-related companies' on-line services that facilitate the work of interior design professionals. Have students research Web sites for furniture, carpet, flooring, and wallpaper companies.

Divide the class into groups and assign one Web site to each group. Have students research the company and the various service options available through the Web site (e.g., on-line ordering/shipping, fabric/wallpaper coordination, appliance specifications, furniture styles and options, etc. Have each group prepare an oral presentation to the class on the company they investigated. If available, have students use projection panels and/or other technology in their presentations.

KEY QUESTIONS

- What services are provided via the Web site?
- How can Web sites serve as management tools for persons managing multiple roles?
- How can Web site services benefit those in various interior design occupations?
- How can technology help in the management of multiple roles?

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NOTES

3) VISUAL DISPLAY

Have students create a poster or other visual aid that illustrates management practices to assist individuals with responsibilities for managing multiple family, community, and career roles. Instruct students to come up with a creative title and format for their visual. Topics might include:

- time management
- stress management
- sharing household responsibilities
- managing family morning rush hour
- setting priorities
- using resources and other support systems as management tools
- managing community activities

Have students present their visual to the class and then arrange for students' work to be displayed in a hall showcase or otherwise shared with the rest of the student body.

TAAS WRITING

4) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have students create an individualized plan for managing their school, family, work, and community or extracurricular activities utilizing management strategies and practices that have been presented through classroom learning experiences. Instruct students to implement the plan for four weeks and then write a two-page summary of their experience managing their multiple family, community, and work roles.

FCCLA ACTIVITIES

- Families First: Balancing Family and Career
- FCCLA Career Connection: INTEGRATE Work and Life
- Power of One: Family Ties
- STAR Events: Skills for Life

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life*, Module 8A, "Managing Multiple Roles."

PUBLICATIONS

Family, Career and Community Leaders of America, 1999. *Career Connection.*

Family, Career and Community Leaders of America, 1999. *Power of One Workbook.*

Future Homemakers of America, Inc. 1996. *Families First Workbook.*

Future Homemakers of America, Inc. 1996. *STAR Events Manual.*

VIDEOTAPE

Managing Multiple Roles, available from The Curriculum Center for Family and Consumer Sciences.

9E - The student is expected to assess factors affecting a safe working environment.

1) CLASS DISCUSSION

Discuss with students that government, management, and employees all contribute to the safety of an interior design operation. The Occupational Safety and Health Act was passed in 1970 to help prevent accidents at the workplace. The Occupational Safety and Health Administration (OSHA) enforces the Act. Both the employee and the employer have certain responsibilities under the Act. The employer must provide a safe and healthy environment by training and updating its employees on safety procedures. The employer must give workers first aid and keep workers continuously thinking about safety and working safely. Workers are responsible for obeying the rules listed in the Occupational Safety and Health Act such as working safely and trying to prevent accidents. Use Teaching Aid 83, ***The Occupational Health and Safety Act . . . in brief***, to aid in the discussion.

NOTES

TA 83 The Occupational Health and Safety Act . . . in brief

KEY QUESTIONS

- Why was the Occupational Safety and Health Act needed?
- What are some examples of safety issues in interior design occupations?
- How would knowledge of safety information assist an individual in making an informed career decision that reflects personal, family, and career goals?

2) GROUP ACTIVITY/ORAL PRESENTATION/VISUAL DISPLAY

Distribute a copy of Teaching Aids 84a-k, ***Safety in the Workplace***, to each student. Instruct students to read the first paragraph individually. Then read and discuss together information about fatigue and how to avoid it. Divide the class into small groups and assign each group one of the remaining subsections in Teaching Aid 84 (Workroom Equipment Safety, Electrical and Appliance Safety, etc.).

TA 84a-k Safety in the Workplace

TAAS READING

Have each group prepare a brief presentation to teach the rest of the class about their assigned topic. Encourage students to prepare a visual aid (transparency, poster, handout, etc.) to aid in student learning and to post in the classroom following the presentations.

KEY QUESTIONS

- Why is safety important in the interior design industry?
- What factors affect a safe working environment?
- What measures can employers and employees take to assess the safety of the work environment on a regular basis?

NOTES

FCCLA ACTIVITIES

- FCCLA Career Connection: PROGRAM Career Steps
- Power of One: Working on Working

RESOURCES

PUBLICATIONS

Family, Career and Community Leaders of America, 1999. *Career Connection.*

Family, Career and Community Leaders of America, 1999. *Power of One Workbook.*

9F - The student is expected to describe personal and interior design career applications of technology.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) GUEST SPEAKER

Invite an architect, design specialist, technology education or building trades teacher, or other resource person to demonstrate the use of computer-aided design or computer-aided drafting (CAD). Have the speaker include in the presentation the cost of CAD systems and the time difference in using CAD systems compared to hand drafting techniques. Ask the speaker to discuss the skills needed to perform CAD and those needed for hand drafting. In addition, ask the guest speaker to discuss occupational demands for use of the CAD system.

If available, have students practice using a form of the CAD system.

KEY QUESTIONS
- How does use of technology such as CAD increase the number and types of services designers can offer their clients?
- Is the CAD process faster than traditional methods? Why?
- What are the advantages and disadvantages of CAD?
- What type of training is needed to successfully use the CAD system?

2) CLASS DISCUSSION

Lead a class discussion on various computerized systems used for recording inventory, bookkeeping, and billing. Have students identify ways such systems could aid interior designers who own their own businesses.

KEY QUESTIONS
- What types of computerized systems are available for assisting with inventory, bookkeeping, and billing?
- How would the use of these systems aid a self-employed interior design professional?
- What would be the advantages of a computerized system to handle business operations?
- Would the advantages offset the cost of such a system? Why?
- What are examples of personal and interior design career applications of technology?

NOTES

3) INDIVIDUAL ACTIVITY/VISUAL DISPLAY

Have students create a poster titled, "Technology and Interiors," by cutting out pictures from interior design magazines or electronics magazines showing new technologies available for residential and nonresidential interiors. Have students explain their illustrations and identify problems associated with integrating technology into the design of a room.

KEY QUESTIONS

- How do home entertainment centers affect the design of the room?
- How do computers affect desk design and placement?
- Should comfort be sacrificed to gain a sophisticated electronic look? Why?

Display the posters to illustrate the many applications of technology in the interior design industry.

FCCLA ACTIVITIES

- FCCLA Career Connection: ACCESS SKILLS for Career Success
- Power of One: Working on Working
- STAR Events: Applied Technology

RESOURCES

PUBLICATIONS

Family, Career and Community Leaders of America, 1999. *Career Connection.*

Family, Career and Community Leaders of America, 1999. *Power of One Workbook.*

Future Homemakers of America, Inc. 1996. *STAR Events Manual.*

Interior Design

Knowledge and Skills.
(10) Career preparation.

The student completes a supervised career-connections experience applying knowledge and skills developed in the study of interior design.

The student is expected to:

(A) determine home and business applications of knowledge and skills developed in the study of interior design; and

(B) utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of interior design.

10A - The student is expected to determine home and business applications of knowledge and skills developed in the study of interior design.

NOTES

TO THE TEACHER

TEKS 10A and 10B are essential knowledge and skills for the supervised career-connections experience. Please refer to the section, *Supervised Career-connections Experiences*, in this instructional guide for examples of career-connections experiences for students enrolled in the Interior Design course.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

RESOURCES

10B - The student is expected to utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of interior design.

TO THE TEACHER

TEKS 10A and 10B are essential knowledge and skills for the supervised career-connections experience. Please refer to the section, *Supervised Career-connections Experiences*, in this instructional guide for examples of career-connections experiences for students enrolled in the Interior Design course.

NOTES

NOTES

RESOURCES

Supervised Career-connections Experiences

NOTE TO THE TEACHER

Ideas in this section provide examples of career-connections experiences for students enrolled in the Interior Design course. Career-connections experiences are designed to be extensions of school-based learning through entrepreneurial, research, or work-based applications (work-based applications include home, business, or community contexts). This is an extended learning arrangement, comparable to work-based instructional arrangements for occupationally-specific courses. Career-connections experiences may be designed as a singular substantial project to be carried out over the scope of the semester or a series of short term activities. Regular supervision and reporting will be necessary throughout the course for successful completion of the career-connections experience.

Essential Knowledge and Skills:

10A The student is expected to determine home and business applications of knowledge and skills developed in the study of interior design.

10B The student is expected to utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of interior design.

FCCLA projects and programs have been suggested throughout the course that, depending on depth and extent, could constitute a supervised career-connections experience.

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Supervised Career-connections Experience

1A- The student is expected to apply elements and principles of design to interiors.

1B- The student is expected to plan for effective use of space zones and placement of furnishings.

1E- The student is expected to differentiate design practices to meet individual, business, and special needs.

1G- The student is expected to summarize laws, public policies, and regulations impacting interior environments.

4A- The student is expected to describe the relationship of interior decisions to individual and family needs and wants.

4D- The student is expected to propose strategies for controlling costs, allocating resources, and budgeting for acquisition of products to enhance interior environments.

THE STUDENT WILL:

1. Design a floor plan for a physically-challenged person.
2. Research information on modifying facilities for accessibility by a physically-challenged person (hereafter referred to as "client"), including government standards.
3. Interview a client to determine the modifications that were needed in the home to increase accessibility and usability of furnishings. If possible, visit a home that has been modified for a physically-challenged individual. As an alternative, interview a family member of a physically-challenged person to determine modifications that were needed (or are currently needed) in the home.
4. Design a floor plan that includes the needed modifications.
5. Identify suitable home furnishings and equipment for the floor plan.
6. Itemize the costs of the selected furnishings and equipment.
7. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- a detailed record of the interview in #3 above
- copies of the resource information used in designing the floor plan with modifications
- a copy of the floor plan with furnishings and equipment
- a copy of the cost breakdown for furnishings and equipment
- a summary of the project experience, including #7 above
- parent or guardian evaluation with signature

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Supervised Career-connections Experience

1A- The student is expected to apply elements and principles of design to interiors.
1B- The student is expected to plan for effective use of space zones and placement of furnishings.
1E- The student is expected to differentiate design practices to meet individual, business, and special needs.
2C- The student is expected to recommend lighting applications for specific interior needs.
(3)- The student chooses appropriate background materials to complement various residential and nonresidential interior settings.
4D- The student is expected to propose strategies for controlling costs, allocating resources, and budgeting for acquisition of products to enhance interior environments.
5D- The student is expected to assess aesthetic and functional aspects of furniture.
7D- The student is expected to practice guidelines for arranging accessories.

THE STUDENT WILL:

1. Design a floor plan for a home or multi-room commercial office space.
2. Select suitable furnishings and equipment for the floor plan.
3. Itemize and compute costs of selected furnishings and equipment.
4. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- a floor plan drawn to scale showing furniture and equipment placement
- pictures and samples of furnishings and equipment, including background materials, colors, etc.
- a cost breakdown of all needed furnishings and equipment
- a summary of the project experience, including #4 above
- parent or guardian evaluation with signature

Supervised Career-connections Experience

1A- The student is expected to apply elements and principles of design to interiors.
1B- The student is expected to plan for effective use of space zones and placement of furnishings.
1C- The student is expected to determine drafting techniques, including scaled drawings, that facilitate space planning.
1D- The student is expected to determine the effect of technology on interior design practices.
1E- The student is expected to differentiate design practices to meet individual, business, and special needs.
1G- The student is expected to summarize laws, public policies, and regulations impacting interior environments.
2C- The student is expected to recommend lighting applications for specific interior needs.
4B- The student is expected to describe the influences of demographics, society, and culture on interior design decisions.

NOTE TO THE TEACHER: The resource for the floor plans for this project are found in the following book. *TV Sets, Fantasy Blueprints of Classic TV Homes* by Mark Bennett. ISBN# 1-57500-017-2. This book contains actual floor plans of set designs for television programs from the 60s and 70s, such as The Andy Griffith Show, Bewitched, The Brady Bunch, The Mary Tyler Moore Show, I Love Lucy, Leave It To Beaver, etc.

THE STUDENT WILL:

1. Read the detailed instructions on Teaching Aid 85a-b, ***Analyzing Set Designs***, to determine what information is needed and what is to be produced for the project.
2. Select a television set design and submit a Floor Plan Request to the teacher.
3. Complete the details of the floor plan by watching the television show.
4. Select one set (a room or rooms) and sketch the set (known as the rough draft), including furniture placement, doors, windows, lighting, and background materials.
5. Make a scaled drawing of the floor plan.
6. Update the set for the "early 21st century" including furniture, lighting, accessories, and background materials.
7. Make an oral presentation to the class on your updated set design.
8. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- a Progress Report (Teaching Aid 86a-b)
- rough draft and initial scaled drawing
- final scaled drawing of updated set, sketch of the set, and collage of interior selections
- a summary of the project experience, including #8 above
- parent or guardian evaluation with signature

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BLENDED ACTIVITY

1A- The student is expected to apply elements and principles of design to interiors.
1B- The student is expected to plan for effective use of space zones and placement of furnishings.
1C- The student is expected to determine drafting techniques, including scaled drawings, that facilitate space planning.
4A- The student is expected to describe the relationship of interior decisions to individual and family needs and wants.
7D- The student is expected to practice guidelines for arranging accessories.

PROJECT/LABORATORY EXPERIENCE

Have students complete scaled drawings of their personal space at home or a fictitious teenager's room showing furniture arrangement and accessories. Next, have students redesign any structural features of the space, placement of furnishings, or decorative features that they would like to change.

1. **Drafting**
   Use appropriate tools and supplies or computer software to complete a scaled diagram of your present personal space showing furniture arrangement and accessories. Next, redesign the space by:
   - changing structural features,
   - changing placement of furnishings and accessories, or
   - changing decorative features of the space.

   Then complete another scaled drawing reflecting the selected changes.

2. **Select furnishings and background materials**
   Use sample books, illustrations, and other classroom resources to select back ground materials, furnishings, and accessories for the redesigned space.

3. **Evaluation**
   Evaluate this experience by preparing a written report describing the tasks accomplished and knowledge and skills learned through this experience.

BLENDED ACTIVITY

1A- The student is expected to apply elements and principles of design to interiors.

2A- The student is expected to analyze the functions and principles of lighting.

2B- The student is expected to compare lighting types and methods of control.

2C- The student is expected to recommend lighting applications for specific interior needs.

PROJECT/VISUAL DISPLAY/ORAL PRESENTATION

Divide the class into design teams. Have students research references and resources for information on various types of lighting. Instruct each team to design the personal living space for a college student focusing on lighting needs. Following the oral presentations, have the teams compare and contrast their analysis of lighting needs and lighting selections for the college student's living space.

1. **Research**
   Use classroom, library, and Internet resources to gather information on various types of lighting and lighting needs. Collect drawings and pictures of different types of lighting.

2. **Drafting**
   Use appropriate tools and supplies to design and complete a scaled drawing of a personal living space for a college student showing furniture arrangement and accessories. Indicate on the scaled drawing where lighting would be appropriate.

3. **Visual display**
   Mount the scaled drawing and pictures/illustrations of the selected lighting for the room. Label the illustrations as to their location and purpose in the room.

4. **Oral Presentation**
   Present the team design to the class with explanation and justification of the lighting needs of a college student and justification for the lighting selections used.

5. **Evaluation**
   Use Teaching Aid 87, ***Activity Assessment***, to evaluate the project experience. Include a written summary of knowledge and skills learned through this experience.

BLENDED ACTIVITY

5A- The student is expected to describe characteristics of period styles.

5B- The student is expected to determine the influence of period styles on interior design.

5C- The student is expected to summarize selection and care of quality furniture.

5D- The student is expected to assess aesthetic and functional aspects of furniture.

INDIVIDUAL ACTIVITY/WRITTEN REPORT

Have students research information on period styles of interiors, and prepare an illustrated report on the influence of period styles on interior design.

1. **Research**
   Use classroom, library, and Internet resources to gather information on period styles of interiors.

2. **Written report**
   Using the information gathered through the research experience, prepare an illustrated report on the influence of period styles on interior design. Collect pictures and drawings to show period styles and current styles that have been influenced by period styles. If desired, students could do an oral presentation for the class of their illustrated report.

3. **Evaluation**
   Evaluate this experience by preparing three or four assessment questions to be used in a class review of the information learned from this experience.

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BLENDED ACTIVITIES

Integration of FCCLA

POWER OF ONE

Family Ties: Project ideas include relocating furniture and furnishings for an older adult, rearranging furnishings for a visiting relative that is physically-challenged, visiting a nursing home and helping an older adult rearrange his or her room (draw it to scale and practice rearranging furnishings to be more functional and aesthetically pleasing).	***TEKS 1A, 1B, 1E, 4A***
Family Ties: Have students research interiors of other cultures and compare to those of the American culture. Present a program to the class or to a civic organization.	***TEKS 4A, 4B, 4C***
Working on Working: Have students take an educational tour to visit with an interior designer, lighting specialist, furniture craftsman, and/or independent custom buyer about their careers. Following the tour, have students research careers in the interior design industry and discuss personal attributes, qualifications, and the rewards and demands of interior design careers.	***TEKS 9A, 9B, 9C, 9D, 9F***

PROJECT EARTH 2000

Have students implement a chapter project dealing with the energy efficiency of lighting or the use of color in interior environments to warm or cool a room. Have students set up a display for competition.	***TEKS 1A, 1D, 1F, 2A, 2B, 2C***

STAR EVENTS

Entrepreneurship: Have students design a business where they develop a mission statement; write job descriptions for employees and owner, listing qualifications needed; write a want-ad for employees; do a cost analysis, and research sources for purchasing fabrics, furnishings, window treatments, floor coverings, lighting, and accessories. The students should use STAR event requirements to complete the project.	***TEKS 8B, 8C, 8D, 9A, 9F, 10A***
Illustrated Talk: Ideas for topics include "Setting the Mood with Lighting," "Floor Coverings for Every Occasion," and "Dress Your Windows." The students should use STAR event requirements to complete the project.	***TEKS 1A, 1D, 1E, 1F, 2A, 2B, 2C, 3A, 3D***
Job Interview: Have students "apply" for a position with a flooring retail store, window treatment store, furniture store, etc. Instruct students to prepare a sample job application, resumé, and portfolio or other documents useful for the job interview process. The students should use STAR event requirements to complete the project.	***TEKS 10A***

Creative Ideas

NOTE TO THE TEACHER

Developers of the series of instructional guides for implementing Texas Essential Knowledge and Skills for Family and Consumer Sciences Education faced a twofold challenge: (1) to write instructional strategies that enable students to acquire the stated essential knowledge and skills and (2) to help teachers deliver the strategies in ways that promote active learning, relevance, and retention in students.

After a great deal of experimenting and discussing, the following system seems best to address the twofold challenge, while providing maximum flexibility for you, the teacher, whom we consider the ultimate instructional expert in your classroom.

- The nature of the content of family and consumer sciences provides wonderful opportunities for hands-on, relevant learning by students, and in many cases the instructional strategies themselves facilitate active learning.
- Teaching and learning activities in the instructional strategies section have been presented as briefly as possible. For instance, the strategy may state "Have students work in groups to ...," but no specific suggestions for grouping students are provided.
- The **Creative Ideas** section has been included to provide you with suggestions and examples of ways to enhance some basic techniques included in the **Instructional Strategies** section. For example, it does provide several specific suggestions for grouping students.
- The **Blended Activities** section promotes student learning of multiple TEKS through hands-on, project-based, and/or problem-solving activities.
- Integration of FCCLA activities as appropriate throughout the instructional strategies and blended TEKS activities promotes student learning through relevance and application.

We strongly encourage you to:

- Read this section! Not only will it provide ideas for promoting active learning, but it will provide additional suggestions for saving teacher time and enhancing student learning and skills development.
- Link appropriate creative teaching techniques to specific instructional strategies in your Teacher's Instructional Guide.
- Adapt the instructional strategies and creative teaching techniques to fit your district needs, the needs and learning styles of your students, and your own teaching style.
- Add to this section! Resources that offer creative teaching ideas are readily available. Professional development conferences continually offer sessions that promote active learning, authentic assessment, varied learning styles, etc.

This section provides only a small sampling of creative ideas for teaching techniques!

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Creative Ideas

GROUP ACTIVITY/TEAMWORK

When to use: In activities where teamwork facilitates generation of ideas and higher-order learning. Working in groups also meets needs of students with global learning styles.

Skills reinforcement: Teamwork and leadership skills, communication skills, interpersonal skills

Methods of grouping students:
There are many methods of randomly assigning students to groups. Several examples are provided below. You can pick up other ideas through brainstorming, networking, and personal participation in group activities. (Note that methods will vary depending on the number you want in each group.) Dividing students into groups can be a quick way to inject some fun into an activity.

- Count Off. Have students count off 1 through however many groups are needed, repeating until all students have a number. Select a location for all "1s" to work, all "2s", etc.
  Variation – write the numbers on cards and have students draw.
- Geography.
  - For pairing students, have them draw cards with names of states and capitals. Students find the classmate with the matching state or capital.
  - Have students draw from cards with names representing geography sets, such as names of continents, oceans, countries, rivers, etc. Students will need to figure out what their name represents and find the others with cards in the same set.
- Course content. (Similar to the above activity, except using concepts from the course.)
  - For pairing students, have them draw cards listing either elements and principles of design or corresponding definitions. Students find the classmate to match the term and definition.
  - Have students draw from cards representing nutrition sets, such as foods from different food groups. Students find others with cards in the same set.
- Famous Fictional Characters. Have students draw cards with names of characters from literature they have recently studied in Language Arts, famous fictional characters (such as characters from Peter Pan or The Wizard of Oz), well-known television shows, etc.
- Puzzles. Purchase or create puzzles, mix up the pieces, and have students find group members with matching puzzle pieces. Hint – If you have puzzles with more pieces than needed for group members, pull out the number of pieces needed for students to draw, leave the remaining pieces on the table where the group will meet, and have students circulate among tables until they find their correct puzzle and meet up with other group members.
- Deck of Cards. A deck of cards (or multiple decks) can be used in many ways to form various sizes of groups. Students can form groups based on suits, colors, face cards, or combinations (such as a full house or four-of-a-kind).
- Candy Flavors. Have students group according to flavors of candy or colors, for example, M&Ms. This provides students with a nice treat also!
- Self-selection. Allow students to select their own group members. Have students group with students nearby or find students with whom they have not recently worked.

GROUP ACTIVITY/TEAMWORK (Continued)

Suggestions for Effective Group Activities:
The size, structure, and function of a group will differ depending on specific objectives of the activity. Following are a few suggestions for helping students work most effectively in groups.

- Clarify expectations. Make sure all group members know what is expected of each person individually and what the group is expected to accomplish as a whole.
- Set time limits. Let groups know up-front how long they will have to work. If it is a lengthy activity, provide time checks periodically. Let groups know when they have one to two minutes remaining, and signal when time is up. Examples of signals include flipping a light switch, clapping, using a sound signal (bell, kazoo, train whistle, etc.), or playing music.
- Make individual assignments where appropriate to the activity. Possibilities include leader or facilitator, recorder, timekeeper, or runner.
- Emphasize the importance of each member's contributions, through participation, encouragement, focus on the task, and contribution to the final product. Build in individual accountability.

Build in individual accountability!
When participating in engaging, active learning experiences, it is important that students understand that they are accountable for learning. It may be tempting for students, when working in groups, watching a video, or listening to a guest speaker, to view the experience more as a "fun activity" than as a learning experience. While the experiences are intended to be enjoyable, students need to understand that the underlying purpose is to enable them to acquire essential knowledge and skills.

Following are suggestions for building individual student accountability into group and teamwork activities, as well as classroom discussions, videotape viewing, guest speakers, educational tours, etc.

- Set the stage for learning. Frame each activity within the context of essential knowledge and skills students are expected to acquire. In other words, help them up front to see the relevance of learning activities.
- Structure the group to promote accountability. For example, each student within the group could be assigned a specific role. Or each member might be responsible for a specific part of the product. Provide a means of assessing each student's effectiveness.
- Vary the methods through which students report group findings and results. For example, if there is one "reporter," other group members may not feel as accountable as that designee. If, however, the teacher randomly calls on group members for reports, all members will need to be prepared. Provide an occasional variance by having group members return to their desks and write individual accounts of group results.

It should not be necessary to implement such suggestions for every activity. By varying the process, randomly calling on groups or individuals, occasionally requiring written accounts, etc., the teacher sends the message that students are individually accountable and need to be involved and attentive.

Creative Ideas

RESOURCE PERSONS (GUEST SPEAKER/PANEL DISCUSSION)

When to use: Good for providing information not readily available in textbooks, information that is new, or that which is best presented in a "real-world" perspective. With new information becoming available so rapidly, this method offers unique opportunities to provide students with the latest perspectives. It also provides students with opportunities to hear information straight from "experts," promoting credibility and relevance to students.

Skills reinforcement: This method provides rich opportunities for promoting a variety of skills. The following suggestions provide students excellent practice for improving and applying verbal, nonverbal, written, and electronic communication skills. Rotate these responsibilities throughout the semester so various students have an opportunity to perform different tasks. (The following suggestions can also save the teacher much time!)

- Have students help make initial contacts with the guest speaker or panel participants. Let students practice or role play making contacts via telephone or in person. Work with them to initiate and follow through on actual contacts.
- Have students introduce the topic and guests. Guide students in writing appropriate introductions for speakers or panel members. Make sure students are prepared to make the actual introduction before the presentation.
- Have one or more students write each participant a thank-you note expressing appreciation from the class. You may suggest that the note be handwritten and point out the appropriateness of personalized, handwritten thank-you notes. Or students may utilize computer applications to compose the note. Have students create a class letterhead for correspondence.

Suggestions for maximizing guest resources. Teachers have expressed that it is time-consuming to arrange for several guest speakers or panels each semester and that they do not want to call upon the same persons frequently. Use student participation as suggested above to save teacher time. Use technology to expand access to resource persons and to build a resource file for future reuse.

- Videotape the classroom presentation by the speaker/panelists. The videotape can be viewed by students who may have been absent and can be added to a resource file for use with later classes. This eliminates the need to arrange for several "live" presentations each semester. This is especially critical in small communities where the same "experts" would likely be called upon time after time.
- Utilize videoconferencing facilities to connect students in the classroom with the speaker/panelists in another location. Record the videoconference for review and reuse. This can be especially helpful in small communities where resource persons for various topics may not be available.
- Videotape or audiotape the resource persons at their locations, or audiotape (with permission) responses to information inquiries over the telephone.
  Alternative: Have students conduct audiotaped interviews to solicit information and present the information in the format of a television newscast or documentary.

Creative Ideas

ORGANIZING AND PRESENTING INFORMATION: VISUAL DISPLAYS, BROCHURES/FLYERS, PRESENTATIONS

When to use: As students research and collect varied information, these techniques enable them creatively to compile and organize; to share information with classmates and potentially other audiences.

Skills reinforcement: Depending on how the activity is structured – communication skills (verbal, nonverbal, written, electronic); teamwork and leadership skills; interpersonal skills; management and problem-solving skills; organizational skills

Suggestions for effective visual displays and presentations:

- Incorporate the use of computers and technology applications where appropriate.
- Choose techniques that fit learning objectives; in some cases, that might best be students in groups writing ideas on large sheets of paper to be posted around the room. Or it may be a multimedia presentation to be presented at an all-school assembly.
- Some activities may best be done individually; some by groups. Consider learning objectives, as well as learning styles of students.
- Visual displays and presentations provide an opportunity for authentic assessment of student learning on a topic.
- Allow students to generate ideas for organizing and presenting information.
- Where feasible and appropriate, keep outstanding student products for future use.

Miscellaneous ideas for organizing and presenting information:

- listing of ideas on large sheets of paper
- display of items (i.e., sewing notions for clothing repair)
- graffiti mural where students take markers and share key points learned
- bulletin board
- overhead transparency
- *large index cards for recording information from research, interviews, observations, and bibliographic information from printed references
- *graphic organizers for effectively organizing ideas and research findings
- brochure/booklet describing information about a topic; Teaching Aids 88a-b, ***Brochure Assessment***, provide a tool for evaluating the effectiveness of a brochure
- flyer/circular promoting key points related to a topic
- bookmark citing useful information about a topic
- newsletter
- oral presentation (vary through skit, monologue, or puppet presentation)
- written presentation
- poster presentation (sharing research findings)
- videotape presentation
- photo album or display
- multimedia presentation utilizing a combination of print and electronic media

* Detailed suggestions for compiling and organizing information are included in Appendices G and H of Independent Study in Home Economics Education, available from The Curriculum Center for Family and Consumer Sciences. An example of a web diagram is shown in Teaching Aid 93, ***Web Diagram.***

Creative Ideas

CASE STUDIES AND SCENARIOS

When to use: As a tactful way to address sensitive issues. Allows students to express their views and examine the views of others in a non-judgmental manner around hypothetical, fictional situations.

Skills reinforcement: Problem-solving; creative and critical thinking; verbal, nonverbal, and written communication skills; leadership and teamwork skills

Case studies and scenarios are very similar in nature, and the terms are often used interchangeably. Both describe hypothetical circumstances and characters, and both set up a situation for analysis and application of problem-solving skills. As presented in this instructional guide, a case study provides more details about a specific situation and each character involved. A scenario is a brief synopsis of a set of circumstances or sequence of events.

Suggestions regarding case studies and scenarios:

- Where case studies or scenarios have been provided with the instructional strategy, read them to be sure they are appropriate for your instructional environment and local district policies. You may choose to adapt them or have students write new ones.
- Writing original case studies or scenarios is a good opportunity for students to create situations related to the topic that are most relevant to them. The writing experience also develops communication skills and provides TAAS reinforcement.
- Remind students that case studies and scenarios should be written as fictional.
- Newspaper articles and periodicals, such as parenting and family magazines, can provide stimulating ideas for case studies and scenarios.
- Case studies and scenarios can be presented in creative formats, such as that of an advice column or an "Ask an Expert" column.
- Use case studies and scenarios written by students to build a resource file for future use.

Creative Ideas

LISTENING TEAMS

When to use: To promote attentiveness during presentations by guest speakers or panels, videotapes, observation assignments, or other viewing/listening activities. Requires students to listen specifically for certain points or ideas.

Skills reinforcement: Communication skills, especially listening; leadership and teamwork

Suggestions for effective use of listening teams:
Prior to a presentation, lecture, or videotape, divide students into listening teams. Give each team a specific assignment or role, so they will know up-front what they need to listen for. Let students know they will be responsible afterwards for reporting to the class, in writing or orally, the results of their assignment. Examples of listening team assignments or roles include the following:

- Provide students with a list of topics to be covered. Assign each team one or more specific topic(s) for which to listen during the presentation. Have them summarize key points related to their assigned topic following the presentation.
- Have each listening team write questions related to an assigned topic prior to the presentation. Students must listen during the presentation for answers to questions they wrote.
- Assign each team a specific role during the presentation. For example, one team might prepare questions based on information presented, another might summarize the five most important points, another might identify issues for further discussion or clarification, etc.

DEBATE

When to use: When there are two sides to an issue – pros and cons, advantages and disadvantages, etc. Debate promotes critical thinking and requires students to research, look at all sides of an issue, and draw conclusions.

Skills reinforcement: Communication skills; critical thinking skills; research skills

Clarification and suggestions related to classroom debates are provided in Teaching Aid 89, ***Guidelines for a Classroom Debate.***

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Creative Ideas

BRAINSTORMING

When to use: When you want students quickly to generate as many ideas as possible about a topic; to get ideas "on the table" before discussing or analyzing them. Useful when you want to begin with students' ideas or understanding about a topic.

Skills reinforcement: Communication skills

Suggestions for effective brainstorming:
Create an environment where students feel free to let ideas flow freely. The brainstorming process is not the time for discussing or critiquing input.

Brainstorming variations:

- Have a student volunteer record ideas as they are generated by members of the class.
- Have students work in small groups to brainstorm ideas on a topic. Lead groups to take turns sharing ideas.
- Have individuals brainstorm ideas by writing them on small post-it notes. Then have students post the notes around the room. This works well when ideas later need to be categorized.
- Popcorn Planning: Have students think of themselves as part of a giant popcorn popper; have them jump up and share ideas as they come. Serve popcorn at the close of the lesson. (Idea from Janis P. Meeks, *Time to Teach* series.)

GAMES

When to use: Good when students need to learn or review facts and details. Provides a fun way to commit details to memory and practice recalling.

Skills reinforcement: Communication skills; interpersonal skills; games involving team competition promote leadership and teamwork skills

Suggestions for games:
Instructions for a Jeopardy game are provided in Teaching Aid 91, ***"Jeopardy" Game Instructions.*** Ask students to suggest other game formats they would enjoy using, and let them develop the games and make up a clever title for each game. Writing clear instructions and verbally explaining them will be excellent practice of communications skills. The process of preparing questions or facts to be used in the game will require researching and reviewing content information, thus promoting learning.

Creative Ideas

INTERNET ACTIVITIES

When to use: In locating new, updated information; to enhance or replace information provided by references and textbooks, which may be outdated.

Skills reinforcement: Communication skills (written and electronic); research skills

The Internet provides hands-on opportunities for students to research information through a medium with which most of them are familiar. Following are miscellaneous suggestions related to creative use of the Internet in instruction:

- The convenience of Internet access will vary among school districts. Your students may have access to the Internet in various classrooms, in a computer lab or library, or in many of their homes. Assignments related to Internet research should be structured accordingly.
- Student skills in exploring the Internet will also vary (as will skills of teachers). You may want to invite a resource person to assist students with the first assignment involving Internet search, or plan an educational tour to a computer lab where students can conduct the assignment under supervision of someone with Internet expertise.
- Review common Internet terminology, such as terms defined on Teaching Aid 90, ***Internet Terminology***.
- Provide students with guidelines regarding Internet use and safety. Some accepted rules of conduct for Internet users are provided in Teaching Aid 92, ***Netiquette***.
- If the majority of students are not experienced in using the Internet, begin by assigning a specific Web site for them to visit for information related to a specific topic. Have students summarize key information learned from the Web site. If the site has hyperlinks, ask students to check them out to see what additional information the sites lead to.
- As students become more experienced, have them conduct Web searches, using available Web browsers or search engines. When students conduct Web searches, remind them to:
  - note what key words were used, most especially those that worked to locate information
  - take notes about the topic they are researching, and print out information as appropriate (Have students be sure to note on any printouts the Web address of the source. This is important for bibliographic reference and to be able to return to the site later for clarification or further information.)
- It is also helpful to diagram the path of a Web search. Begin the diagram with the name and Web address of the browser used to search. Plot the name and Web address of each location along the path of the search. This will facilitate relocation of informative sites in the future.
- Use the expertise of students to teach other students, and even the teacher, Internet skills!

Creative Ideas

LET STUDENTS HELP!

When to use: To promote student involvement, provide an opportunity for skills development, capitalize on student skills and creativity, and save the teacher time! Also, since each teacher has a preferred learning style, involving students broadens the types of learning experiences to meet the needs of students with learning styles that differ from those of the teacher.

Skills development: Provides a multitude of opportunities for promoting various skills, including communication (verbal, nonverbal, written, and electronic); teamwork and leadership; interpersonal; management and problem-solving; organizational

The following are just a sampling of ideas for student involvement in planning and implementing instructional experiences. Be sure to work with students to prepare them to perform each task successfully. This may entail practicing or role playing situations in advance. And, of course, supervise students to ensure appropriateness and accuracy of information gathered.
Examples of tasks students can perform include the following:

- Make contacts to arrange for guest speakers or panelists.
- Help with classroom correspondence; for example, write thank-you notes to guest speakers, persons who helped with learning tours, and other supporters of class projects and activities.
- Write for information on topics or products. (Provide students with resource lists, or have them help conduct Web searches to locate sources of information on topics.)
- Audiotape or videotape interviews on location with resource persons.
- Videotape segments of movies or television shows illustrating relevant concepts.
- Provide CDs/songs that relate to the lesson (to be played in opening or closing a lesson, or to emphasize a specific point – good for global learners!).
- Perform Web searches.
- Clip newspaper articles relevant to lessons. (Create an "In the News" resource file for ongoing use.)
- Collect examples of items to reinforce classroom learning, such as food labels, appliance use and care manuals, clothing labels, credit card terms and solicitation letters, etc.
- Design bulletin boards.
- Help find cartoons, relevant or humorous quotes, anecdotes, and jokes relevant to topics.
- Develop games for use in learning or reviewing factual material.
- Write test or review questions on material covered.
- Develop project criteria and rubrics.

Resources

Abilene Christian University, Department of Family and Consumer Sciences
www.acu.edu/academics/fcs

Adaptive Environments Center, Inc.
www.adaptenv.org

Amana
www.amana.com/

America's Career InfoNet
www.acinet.org/

American Association of Family and Consumer Sciences
1555 King Street
Alexandria, VA 22314-2752
(703) 706-4663
www.aafcs.org

American Furniture Manufacturers
www.afmahp.org/

American Home Appliance Manufacturers
www.aham.org

American Society of Interior Designers
www.interiors.org/

Americans with Disabilities Act Home Page - U.S. Department of Justice
www.usdoj.gov/crt/ada/adahom1.htm

Aronson, J. (1965). *The Encyclopedia of Furniture*. New York: Crown Publishers, Inc.

Baylor University
www.baylor.edu/~Family_Consumer_Sciences/id.html

Better Home and Gardens
www.bhglive.com

Broderbund
www.broderbund.com

Brywood Enterprises (Blueprint symbols, teaching aids, CAD, and much more)
www.brywood.com/

Center for Universal Design
www.ncsu.edu/ncsu/design/cud/univ_design/princ_overview.htm

Center for Universal Design. (1997). *The Principles of Universal Design (verson 2.0)*. Raleigh, NC: North Carolina State University, The Center for Universal Design.

Consumer Information Center
www.pueblo.gsa.gov/

Country Living
www.countryliving.women.com/

The Curriculum Center for Family and Consumer Sciences
Texas Tech University
Box 41161
Lubbock, TX 79409-1161
(806) 742-3029
www.hs.ttu.edu/ccfcs

Department of Energy
www.eren.doe.gov

Design Savvy
www.geocities.com/Heartland/Hollow/8326/index.html

Dictionaries
www.onelook.com

Dictionary of Occupational Titles
www.wave.net/upg/immigration/dot_index.html

The Electronic Library
www.elibrary.com
www.newstrawler.com

Embassy Antiques
www.embassyantiques.com/

Ethan Allen, Inc.
www.ethanallen.com/about/index.html

Family, Career and Community Leaders of America, Inc.
1910 Association Drive
Reston, VA 22091
(800) 234-4425
www.fccla.org

Family, Career and Community Leaders of America, Inc.
Texas State Association
8140 Burnett Road
Austin, TX 78766
(512) 459-3269

Family, Career and Community Leaders of America, Inc. 1999. *Power of One Workbook.*

Family, Career and Community Leaders of America, Inc. 1999. *Career Connection.*

Felstehausen, G., 1999. "Managing Multiple Roles." *Essentials for Home Economics Education: The Cornerstone*. Lubbock, TX: Home Economics Curriculum Center, Texas Tech University.

Frigidaire
www.frigidaire.com/

Future Homemakers of America, Inc. 1996. *Families First Workbook.*

Future Homemakers of America, Inc. 1993. *Financial Fitness.*

Future Homemakers of America, Inc. 1999. *Leaders at Work.*

Future Homemakers of America, Inc. 1996. *STAR Events Manual.*

General Electric Company
www.ge.com/homesolutions.htm
www.geappliances.com/appliances/

Hayward, H. , ed. (1965). *World Furniture*. New York: McGraw-Hill Co.

Home Arts
www.homearts.com/

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Home Economics Curriculum Center, 1999. *Essentials for Home Economics Education: The Cornerstone.*

Home Furnishings.com
www.homefurnish.com/deco2htm

Hornung, C. P. *Treasury of American Design*. New York: Harry N. Abrams. Inc.

House Beautiful Homearts
www.homearts.com/depts/home

Interior Design Directory
www.i-d-d.com/

nternet Design Center
www.internetdesigncenter.com/

Internet Public Library
www.ipl.org

Jennair
www.jennair.com

Kenmore
www.sears.com

Kitchen Aid
www.KitchenAid.com/

The Library of Congress
www.lcweb.loc.gov

Library of the Workplace
www.cord.org/workplacelibrary

Look Smart
www.looksmart.com

Maytag (Magic Chef)
www.bestmaytag.com/

Merriam Webster Dictionary
www.m-w.com/dictionary

The Mining Company
http://miningco.com

Michael Holigan- Your New House
www.michaelholigan.com/home.asp

Monster Board
www.monster.com

National Association of Colleges and Employers
www.jobweb.org

Neill, L.A. "Portfolio Development for Secondary Students," 1998. *Essentials for Home Economics Education: The Cornerstone*. Lubbock, TX: Home Economics Curriculum Center, Texas Tech University.

Nielson, K.J. and D.A. Taylor. (1994). *Interiors, An Introduction*. 2nd ed. New York: Brown and Benchmark.

Occupational Outlook Handbook
http://stats.bls.gov/ocohome.htm

Online Career Center
www.occ.com/occ/

Osram Sylvania Company
www.sylvania.com/lighting/home/tips/welcome.htm

Packer, A.J. (1997). How Rude! *The Teenager's Guide to Good Manners, Proper Behavior, and Not Grossing People Out*. New York: Free Spririt Publishing.

Philips Lighting Company
www.lighting.philips.com/index.htm

Research It!
www.itools.com/research-it/research-it.html

Sam Houston State University
www.shsu.edu/

Southern Living
www.southernliving.com/

Southwest Texas State University, Department of Family and Consumer Sciences
www.fcs.swt.edu/

Stephen F. Austin State University, Department of Human Sciences
www.education.sfasu.edu/hms/

Sub-Zero
www.subzero.com/

Texas Agricultural Extension Service
agextension@tamu.edu or www.fcs.tamu.edu

Texas A&M University at College Station, College of Architecture
archrone.tamu.edu/architecture/

Texas A&M University-Kingsville, School of Agriculture and Human Sciences
www.tamuk.edu/aghs/hsci/academics.html#fim

Texas Historical Commission
www.thc.state.tx.us/

Texas Southern University
www.tsu.edu/departments/human_services/index.htm

Texas State Occupational Information Coordinating Committee
www.soicc.state.tx.us/

Texas Tech University, College of Human Sciences
www.hs.ttu.edu/

United States Department of Energy
www.eren.doe.gov/

Universal Designers & Consultants, Inc.
www.universaldesign.com

University of Texas at Austin, College of Architecture
www.ar.utexas.edu/

Universities on the Net
www.universities.com
www.clas.ufl.edu/CLAS/american-universities.html

Virtual Reference Desk
www.refdesk.com

What Color Is Your Parachute?
www.washingtonpost.com/parachute

Whirlpool
www.Whirlpool.com/

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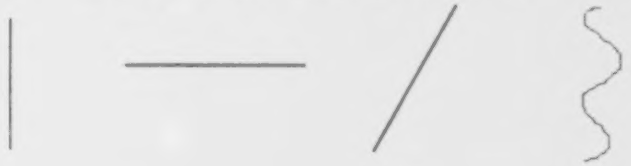
The Elements of Design

- ◆ Design appears in all surroundings.
- ◆ Individuals react to design each day.
- ◆ A person can develop the ability to recognize and apply good design.

The elements of design include line, shape/form, space, texture, and color.

1. **LINE** — element that indicates direction



In interiors, straight lines (vertical, horizontal, diagonal) give a feeling of strength and severity.

Vertical lines	• strongest • give an impression of dignity, discipline, and strength • create a structural impression suggesting vertical supports used in buildings • help to suggest height in a room whether found in doorways, windows, wallpapers, or furnishings **Examples**: columns, vertical-striped wallpaper
Horizontal lines	• not as strong as vertical lines • create a sense of rest • give a down-to-earth feeling • suggest serenity, repose, and relaxation • may be used to relieve or decrease the effects of strong vertical lines • too many horizontal lines can make a room look too calm or dull **Examples**: sofas, windows, fireplaces, tables, benches, desks, or chairs

Diagonal lines

- slanting lines
- break the monotony of vertical and horizontal lines by expressing excitement and movement
- are more difficult to use successfully
- point into space and unless they are decisively stopped can keep the eye moving right out of the room
- diagonal lines that are too dominant in a room can disrupt the structural format and hinder the unity of the room

Examples: diagonal patterns in wallpaper, herringbone patterns in wallpaper

Curved lines

- suggest grace, youth, and subtle motion
- livelier and more fun than straight lines
- using too many curved lines in a room may create a restless feeling; this effect can be corrected by strengthening the straight lines and/or eliminating some of the curved ones
- a room that feels stiff from too many straight lines can be softened by the use of curved lines

The effects of various lines are often used for designing clothing. Vertical stripes can make people appear more slender while horizontal stripes may make them look heavier. Striped fabrics used on furnishings, flooring, and window treatments have the same visual effects on a room.

2. **SHAPE/ FORM**

- refers to solid objects and is the opposite of space
- is where free space does not exist
- basic shapes include squares, rectangles, triangles, and circles
- some shapes/forms convey stability
- some shapes/forms convey instability

Examples: large sofas, overstuffed sofas and chairs

3. **SPACE**

- all of the area that a person can see
- three-dimensional area with which the designer works
- a line or shape may break a large space into two smaller spaces
- furniture groupings can divide a large room into small spaces for certain activities

Examples: Large spaces give feeling of openness and freedom; smaller spaces create feelings of privacy and protection.

4. TEXTURE

- surface quality of an object
- because appearances can be deceiving, both touch and sight are used to identify the true texture of an object
- more accurately identified through touch than through sight, i.e., tactile texture vs. visual texture (Tactile - touching a brick fireplace, Visual - looking at a brick fireplace in a mirror)

Rough/Dull

- reduce apparent height or length
- make colors appear darker

Smooth

- increase apparent height or length
- colors appear brighter — reflect light

Soft/Shiny

- similar to smooth

Texture greatly affects the appearance of color – a dynamic interior can be created by using one color and contrasting textures.

Examples: Textured wall and window treatments, floor coverings, upholstery, brick exteriors, etc.

5. COLOR

- a person with normal vision can distinguish thousands of colors or hues
- people can react emotionally and physically to the colors around them
- colors can be irritating, disturbing, restful, soothing, stimulating, or exciting

Examples: all types of wall, window, and floor treatments, furnishings, accessories that bring color to a room

TA 2a
TEKS 1A

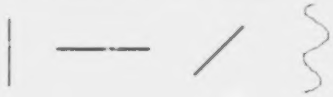
The Elements of Design Study Guide

Directions: Use information from the class discussion on the elements of design to complete this study guide.

- Design appears in all surroundings.
- Individuals react to design each day.
- A person can develop the ability to recognize and apply good design.

The elements of design include line, shape/form, space, texture, and color.

1. Line: ____



In interiors, ____________ lines (vertical, horizontal, diagonal) give a feeling of ____________ and ______________.

Vertical lines
a.______________________________________
b.______________________________________
c.______________________________________
d.______________________________________

Horizontal lines
a.______________________________________
b.______________________________________
c.______________________________________
d.______________________________________
e.______________________________________
f.______________________________________

Diagonal lines
a.______________________________________
b.______________________________________
c.______________________________________
d.______________________________________
e.______________________________________

Curved lines
a.______________________________________
b.______________________________________
c.______________________________________
d.______________________________________

The effects of various lines are often used for designing clothing. Vertical stripes can make people appear ______________ while horizontal stripes may make them look ______________. Striped fabrics used on furnishings, flooring, and window treatments have the same visual effects on a room.

The Elements of Design Study Guide, Cont'd.

2. Shape/Form
a. ______________________________
b. ______________________________
c. ______________________________
d. ______________________________
e. ______________________________
Examples: large sofas, overstuffed sofas and chairs

3. Space
a. ______________________________
b. ______________________________
c. ______________________________
d. ______________________________

4. Texture
a. ______________________________
b. ______________________________
____
c. ______________________________
____
(Tactile - touching a brick fireplace; Visual - looking at a brick fireplace in a mirror)

Rough/Dull a. ______________________________
b. ______________________________
Smooth c. ______________________________
d. ______________________________
Soft/Shiny e. ______________________________

Texture greatly affects the appearance of color; a dynamic interior can be created by using __________ and ______________.

5. Color
a. ______________________________
____
b. ______________________________
c. ______________________________

TA 3
TEKS 1A

The Elements of Design Project

Directions: Use magazines to find examples of the following elements of design. Cut out the examples, glue them to white paper, label each example, and answer the question(s) related to each.

- **Space**
  A. Good example — Why?
  B. Poor example — Why?

- **Shape/Form**
  A. Stability — Identify the item/object
  B. Instability — Identify the item/object

- **Line**
  A. Vertical — Is it appropriate? Why?
  B. Horizontal — Is it appropriate? Why?
  C. Diagonal — Is it appropriate? Why?
  D. Curved — Is it appropriate? Why?

- **Texture**
  A. One room with three different textures.
  B. Identify and label each texture.

- **Color**
  A. One example of color affected by a smooth/shiny surface. Label and explain.
  B. One example of color affected by a rough surface. Explain.

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TA 4
TEKS 1A

The Elements of Design Project Assessment

1. **Space**
_____ A. Good example
Why?
_____ B. Poor example
Why?

2. **Shape/Form**
_____ A. Stability
Identified the item/object
_____ B. Instability
Identified the item/object

3. **Line**
_____ A. Vertical
Is it appropriate?
Why?
_____ B. Horizontal
Is it appropriate
Why?
_____ C. Diagonal
Is it appropriate?
Why?
_____ D. Curved
Is it appropriate?
Why?

4. **Texture**
_____ A. One room with three different textures
_____ B. 1) Identified/labeled
_____ 2) Identified/labelled
_____ 3) Identified/labeled

5. **Color**
_____ A. One example of color affected by a smooth/shiny surface
Labeled
Explained
_____ B. One example of color affected by a rough surface.
Explained

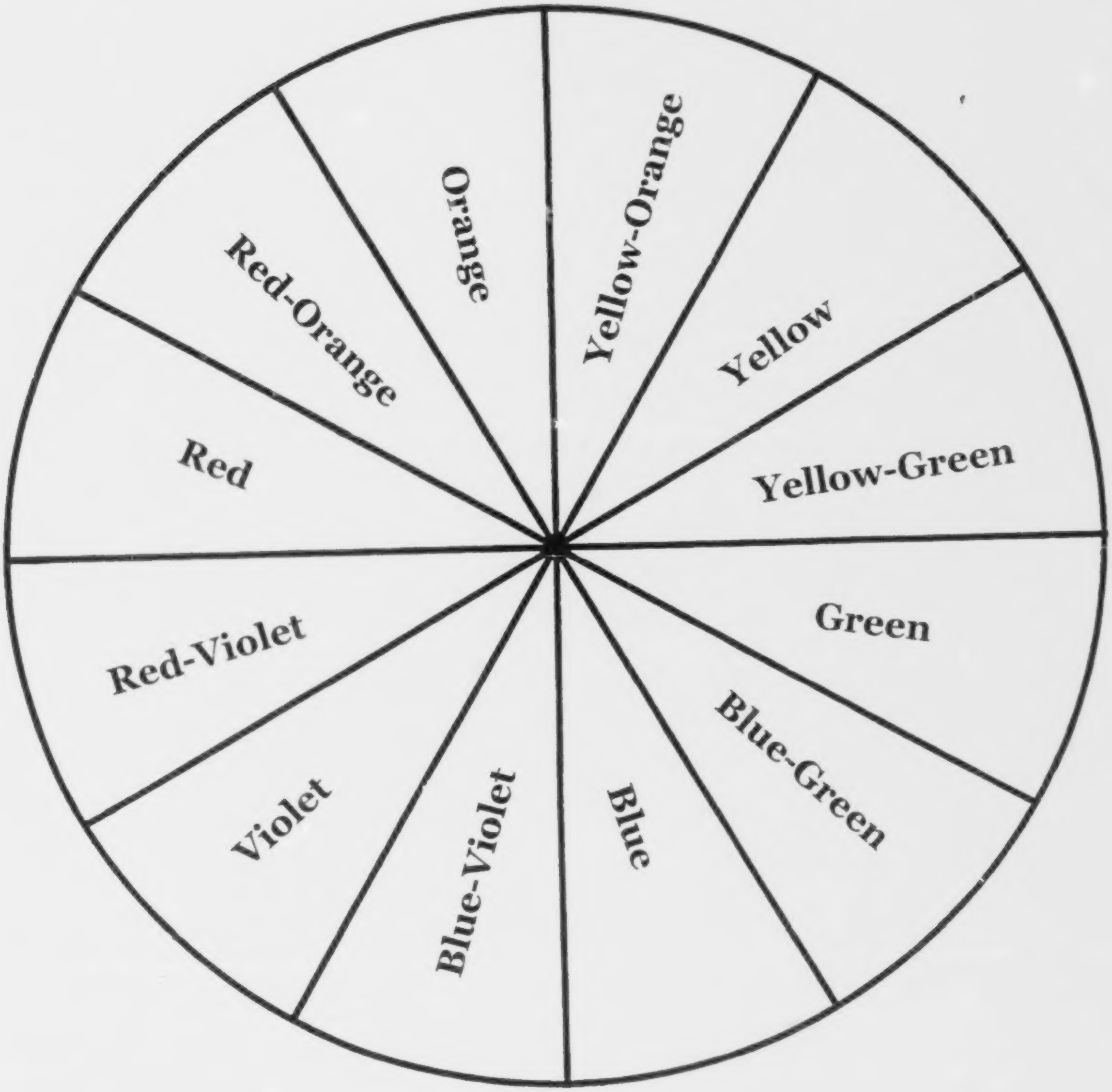
_____ 6. **Easy to interpret**

_____ 7. **Neatness**

_____ **Total** (A total of 100 points is possible)

TA 5
TEKS 1A

The Color Wheel



TA 6a
TEKS 1A

Value and Intensity Chart

▲ Gather the following equipment and materials:

- poster paint, water color, or acrylic paint (black, white, and two complementary colors)
- paintbrush
- wax paper, plastic plate, or paper plate to use as a palette
- cup of water to wash brushes
- old shirt or smock
- dull plastic knife, cotton swabs, or palette knife for mixing paint on palette

How to Complete the Value and Intensity Chart

1. Put a dab of one of the complementary colors (pure color) in each of the two squares marked **Start Here**.

2. Mix equal amounts of white and black paint together on your palette to make a medium gray.

3. Use palette knife or cotton swabs to mix on your palette a very small amount of gray into the pure color you used on the upper square marked **Start Here**.

4. Put a dab of this newly mixed color into the square to the right of its pure color on the upper row of the intensity scale.

5. Continue mixing gray into the color on your palette three more times, each time adding the same size dab of gray to the color and placing a dab of the mixed color into the next square on the intensity scale.

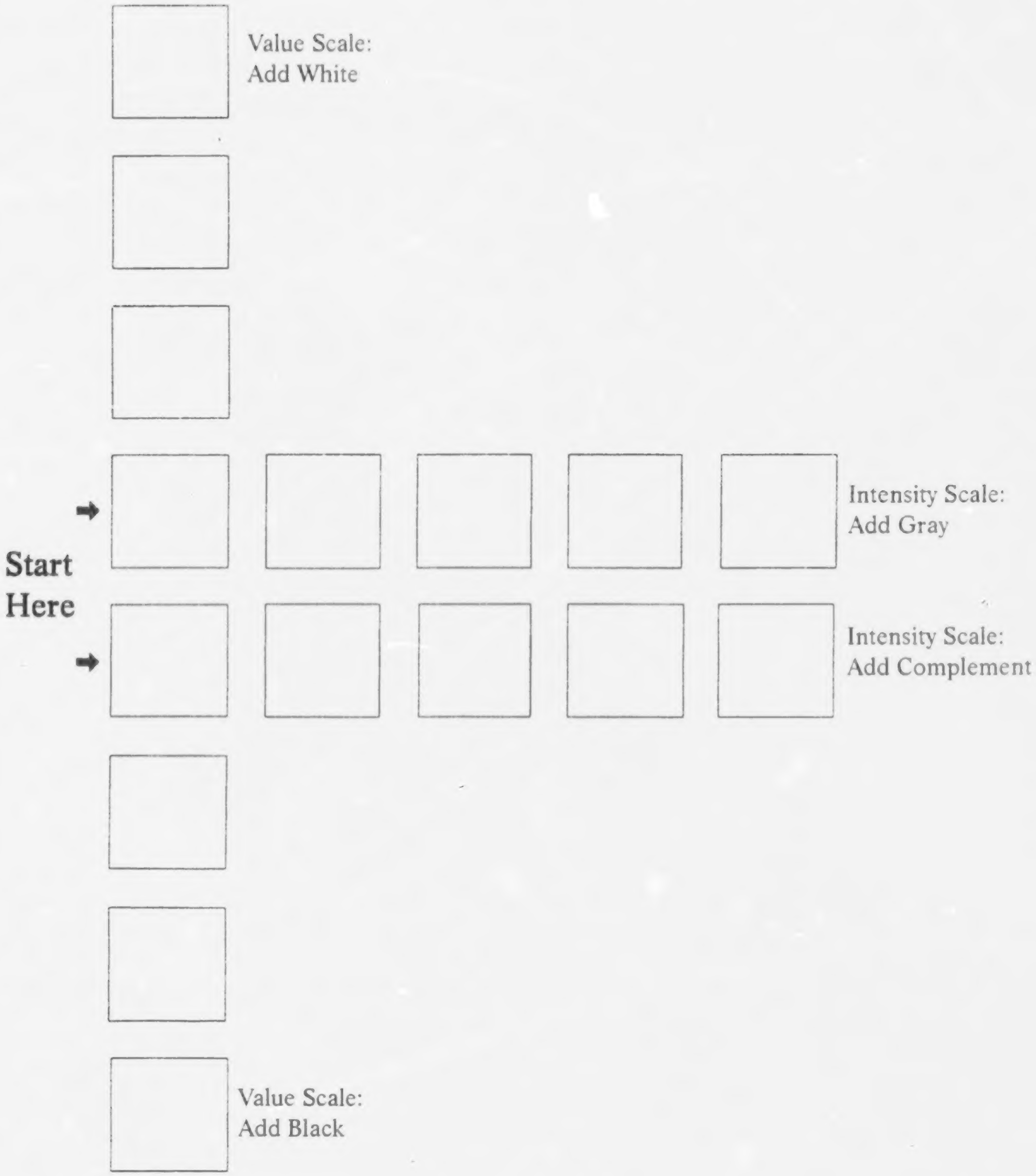
6. To complete the lower intensity scale, mix a small amount of the second pure complementary color with a dab of the first pure complementary color on your palette. Use the same mixing process as before, each time putting a dab of the new color in the next square of the intensity scale.

7. Mix on your palette a small dab of white to the first pure complementary color you used on the upper row. Put a dab of the new color into the square above your first pure complementary color. Mix white with the color two more times to fill the remaining squares going up the value scale.

8. Using black, repeat the process starting with the pure color on the lower row. Fill the three remaining squares going down the value scale.

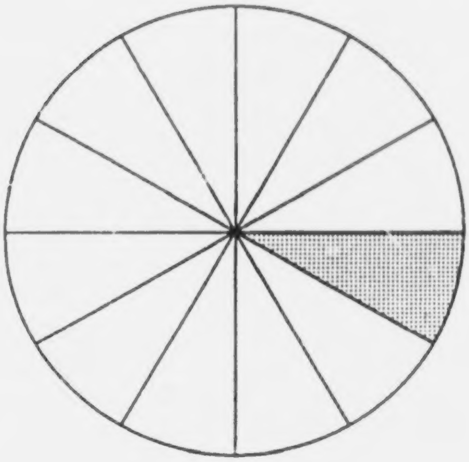
TA 6b
TEKS 1A

Value and Intensity Chart

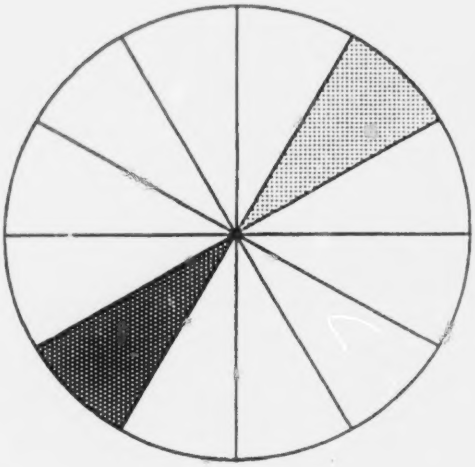


TA 7
TEKS 1A

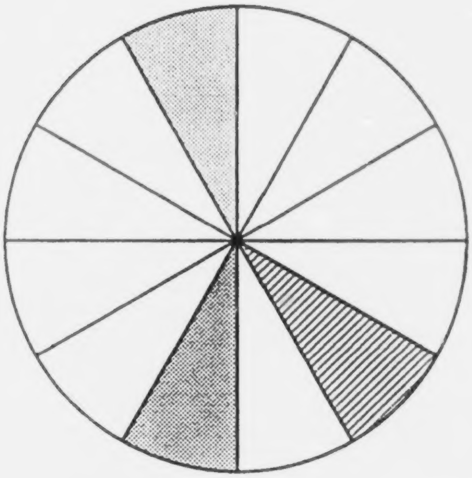
Types of Color Schemes



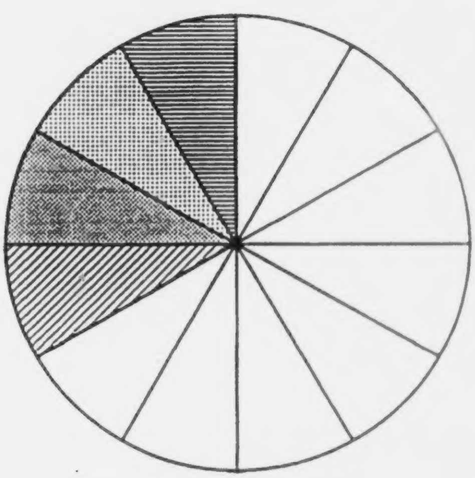
Monochromatic



Complementary



Split Complementary

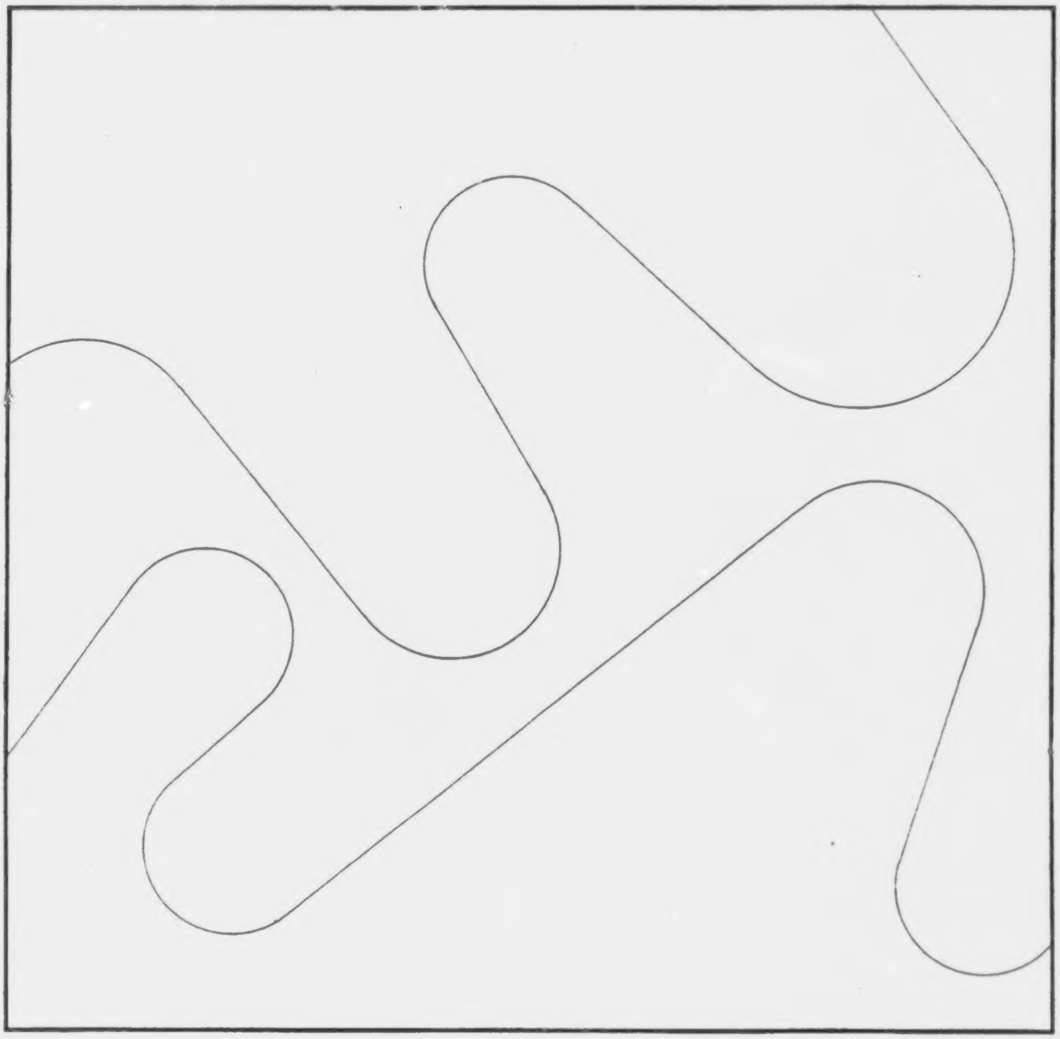


Analogous

TA 8
TEKS 1A

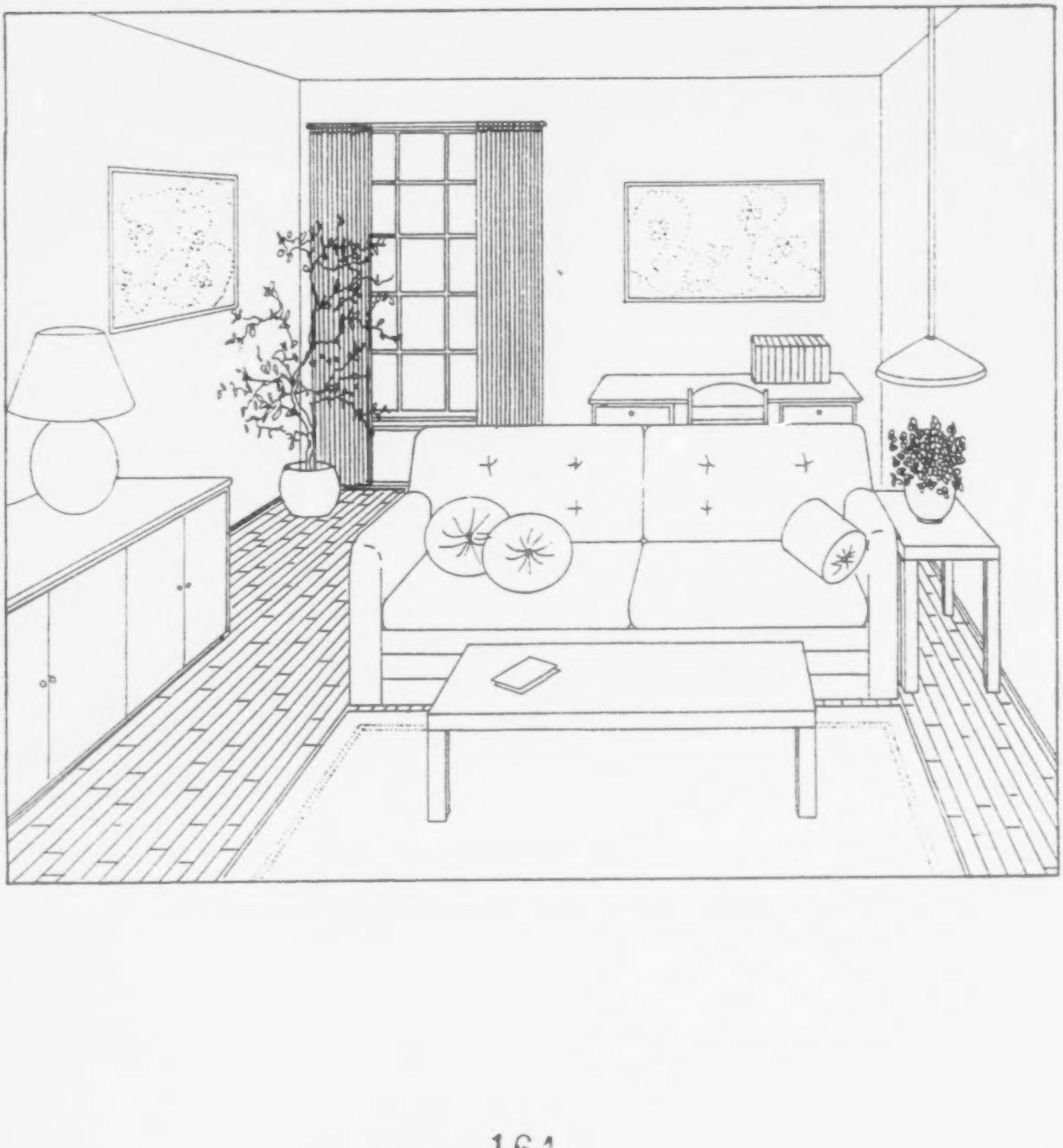
Creating Color Schemes

Plan an analogous color scheme, choosing three colors directly adjacent on the color wheel. Remember that you do not need to use the color at full strength. You can work with grayed (low intensity) colors with values lighter or darker than normal. Use the abstract shape below to display the color scheme chosen. Repeat the exercise for a complementary color scheme and a triad color scheme.



TA 9
TEKS 1A

Illustrating Color Schemes



TA 10a
TEKS 1A

The Principles of Design

The principles of design are as follows:
- Rhythm
- Emphasis
- Balance
- Proportion/Scale
- Harmony

⇨ **Rhythm**: related movement that leads the eye smoothly and easily from one part of the design to another

- provides a sense of order and a quality of gracefulness
- the illusion of motion as the eye moves easily from one part of the design to another
- Four types of rhythm include the following:
  1) repetition
  2) gradation
  3) transition
  4) radiation

⇨ **Emphasis**: also known as "center of interest", "focal point," and "dominant idea"

- centers attention on the most important item in an arrangement and allows rhythm to carry the eye from this point to other areas of interest
- creates order and captures attention

⇨ **Balance**: the arranging of design parts to create a feeling of rest and equilibrium

- produces a sense of equality between opposite elements
- Two types are as follows:
  1) formal balance (symmetrical): the design is the same on each side of the design center
  2) informal balance (asymmetrical): the design is balanced but is different on each side of the design center

⇨ **Proportion/Scale**:

- Proportion: the relationship of parts to each other and to the design as a whole based on the division of space
- Scale: the law of proportion when applied to the size relationship of objects used together

⇨ **Harmony**: The combination of unity and variety. All parts of the room or interior work together to create a pleasing, whole design. Unity + Variety = Harmony

- occurs when the parts of a design are related by a unified design and consistency of style
- essential to successful design
- final goal of any arrangement
- demands that the sizes, shapes, colors, textures, and ideas used to create the arrangement or design be related

TA 11
TEKS 1A

The Principles of Design Project

▲ Use magazines and other periodicals to find good examples of the following principles of design. Cut out the examples, glue them to white paper, label each example, and justify your selection.

- Balance
  A. Symmetrical/Formal
  B. Asymmetrical/Informal

- Rhythm
  A. Radiation
  B. Repetition
  C. Gradation
  D. Transition

- Emphasis

- Proportion/Scale
  A. Adult
  B. Child

- Harmony

As a bonus, locate one poor example of harmony!!

Remember: Creativity and Neatness

Space Planning: Zoning

Public zones (or social zones) are used for activities and entertainment. In residential interiors this zone includes living rooms, game rooms, family rooms, entryways or foyers, as well as patios and decks. In nonresidential interiors this zone includes waiting rooms, reception areas, break rooms, conference rooms, atriums.

Private zones (or quiet zones) are the quiet and comfortable areas of an interior setting. In residential interiors this zone includes bedrooms, bathrooms, and home offices. In nonresidential interiors this zone includes offices, restrooms, libraries, and similar room settings.

Service zones (or other work zones) are those areas where work is done. In residential interiors this zone includes the kitchen, utility room, workshop, and the garage. In nonresidential interiors, this zone includes work rooms, mailrooms, kitchens, maintenance areas, packing areas, and shipping rooms.

Transitional zones (or circulation zones) are semi-public or semi-private spaces used for circulation and flow of traffic between the major zones. Transitional zones include entryways, exits, hallways, and designated passageways within the space.

Evaluating Space in a Home

Guidelines

1. A home should provide a minimum of 300 square feet per person (500 square feet per person provides more comfortable living). As more family members are added, the space required by each person may decrease slightly.

2. Family members use some of the same public (social) and service (work) areas in the home. Families with members of very different ages and interests may require more space per person than families with members having similar ages and interests. If a home includes spaces which can be used for various purposes, the total space needed may decrease.

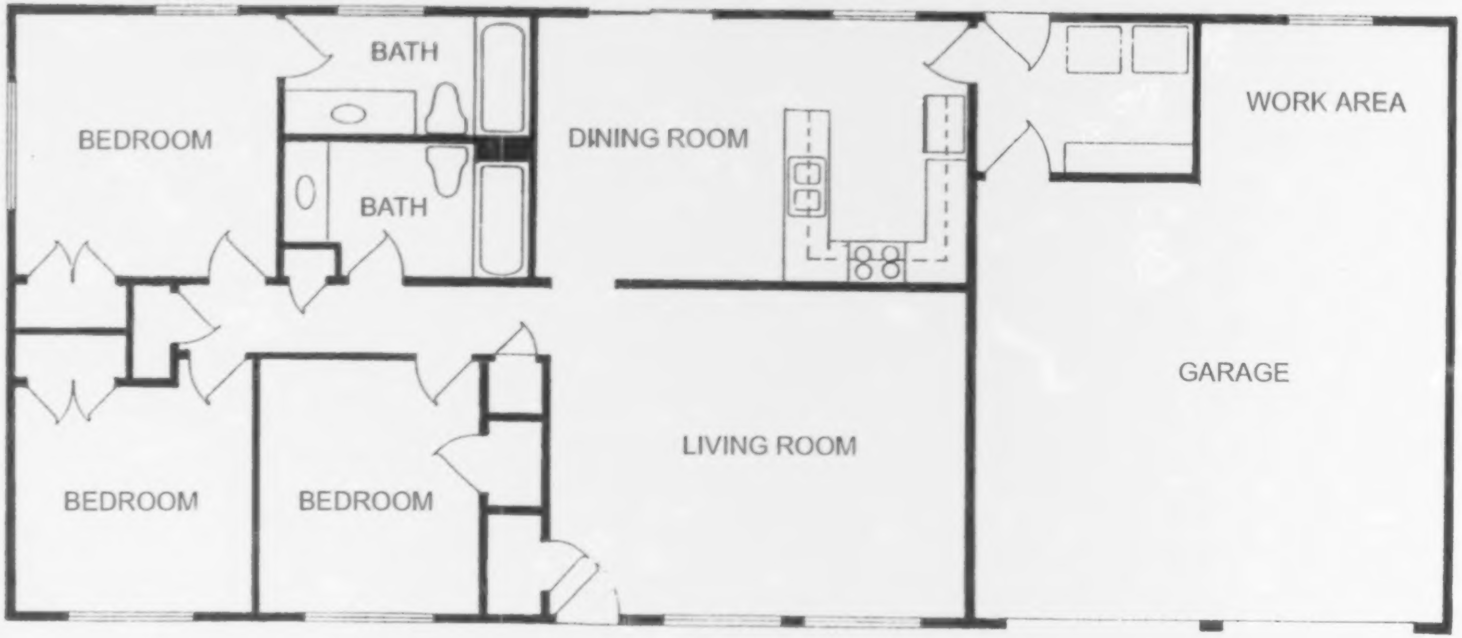
Directions:
Calculate the square footage of the floor plans to find the one most suitable for the London family who has just moved to a new community. Mr. and Mrs. London have three children, Stephanie – fourteen; David – six; and Patricia – eleven.

To calculate the square footage, measure the inside floor space. Use a scale of 1/8"=1'. **Do not include a garage, an attic, or an unfinished cellar as living space**. Divide the total figure by the number of people who live in the home to find the square footage per person.

Review the calculations for floor plans A and B on this teaching aid. Based on the guidelines, select a home for the London family. In the space below, identify the floor plan selected and explain why it was chosen to meet the needs of the family.

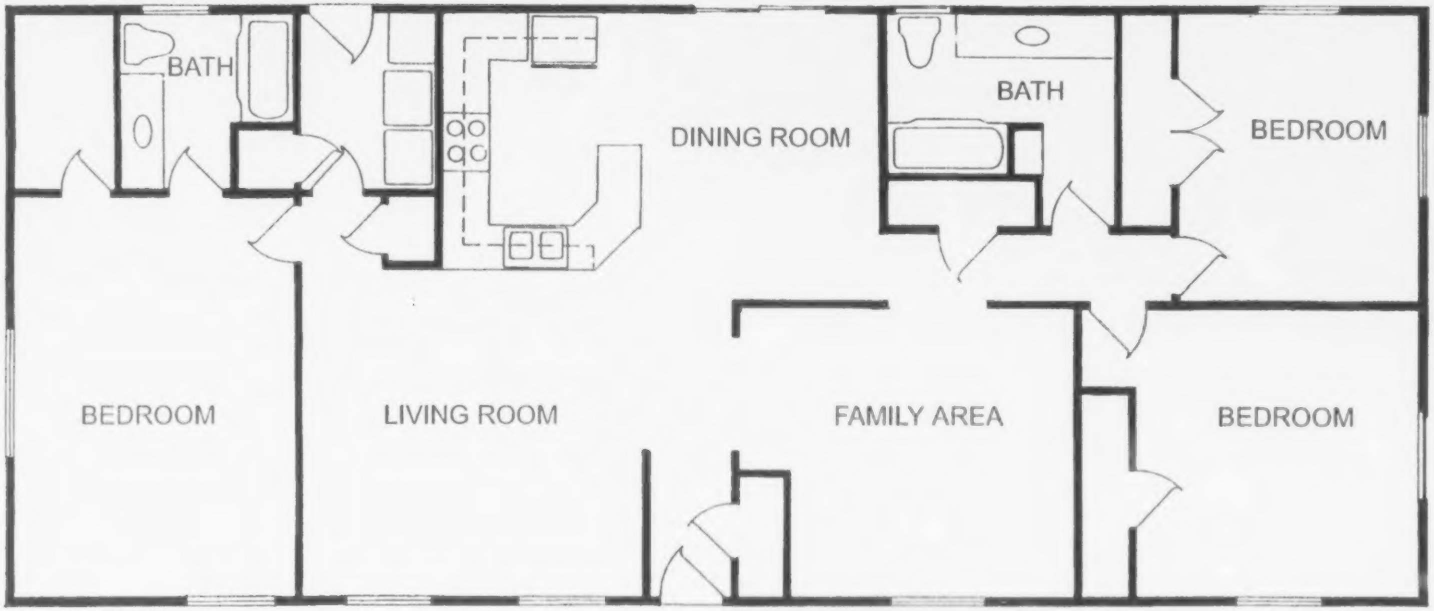
Evaluating Space in a Home

Floor Plan A
Scale: 1/8 inch = 1 foot



Evaluating Space in a Home

Floor Plan B
Scale: 1/8 inch = 1 foot



Using an Architect's Scale

Directions: Using an architect's scale, measure the lines below. Write the length in feet of the line in the blank to the left of the number.

______ 1. ________________________________
use 1/8 inch = 1 foot scale

______ 2. ____
use 1/2 inch = 1 foot scale

______ 3. ____
use 1/4 inch = 1 foot scale

______ 4. _____________________________
use 3/8 inch = 1 foot scale

______ 5. ____
use 1 inch = 1 foot scale

______ 6. ____
use 3/4 inch = 1 foot scale

______ 7. ____
use 3/16 inch = 1 foot scale

______ 8. __________________________________
use 3/32 inch = 1 foot scale

______ 9. ___________________
use 1/4 inch = 1 foot scale

______ 10. ____
use 1/4 inch = 1 foot scale

Bonus: Which scale is most commonly used by architects, contractors, and designers?

Family Life-cycle Stages

Beginning Stage

Childbearing Stage

Parenting Stage

Launching Stage

Mid-years Stage

Aging Stage

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Universal Design: A Definition

Universal design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

The intent of universal design is to simplify life for everyone by making products, communications, and the built environment more usable by as many people as possible at little or no extra cost. Universal design benefits people of all ages and abilities.

Source: The Center for Universal Design, North Carolina State University, Raleigh, NC.

Universal Design Activity

▲ Today, you will be exploring available technology for planning interior settings. Our primary focus will be the Web site *www.universaldesign.com*, one of the many Internet sites addressing accessibility, adaptability, safety, and environments that are supportive for different life stages. The Internet is one of the newest ways to disseminate this type of information to professionals and consumers. This activity will assist you in understanding the adaptable/flexible living and working spaces of the future.

So . . . let's get started. As you explore *www.universaldesign.com*, answer the following questions. Each of you must answer the following questions using the given Web site. Every member will turn in his or her own Universal Design Activity Sheet.

Happy surfing!

---

1. What four areas are listed in the site index on the home page of Universal Designers and Consultants, Inc. Web site?

2. Describe the *Universal Design Newsletter* section.

3. Visit the Services and Resources section and describe the services UD&C provides.

4. Check out the "About UD&C" section. Who are John P.S. Salmen and James A. DiLuigi?

5. This question requires a little investigative ability. What video rental business is a client of UD&C? (they have participated in seminars and training provided by UD&C)

6. What is the street address (including city and state) of Universal Designers and Consultants, Inc.?

7. Read one article from the featured *Universal Design Newsletter* and briefly summarize it.
   Name of article:
   Summary:

Universal Design Activity, Cont'd.

8. Go to the Universal Design Related Web sites section and look at the Web site listed. Select four Web sites from the list and visit each of the four. Write the Web address and briefly summarize each Web site you visit.

a. www. ______________________________
Summary:

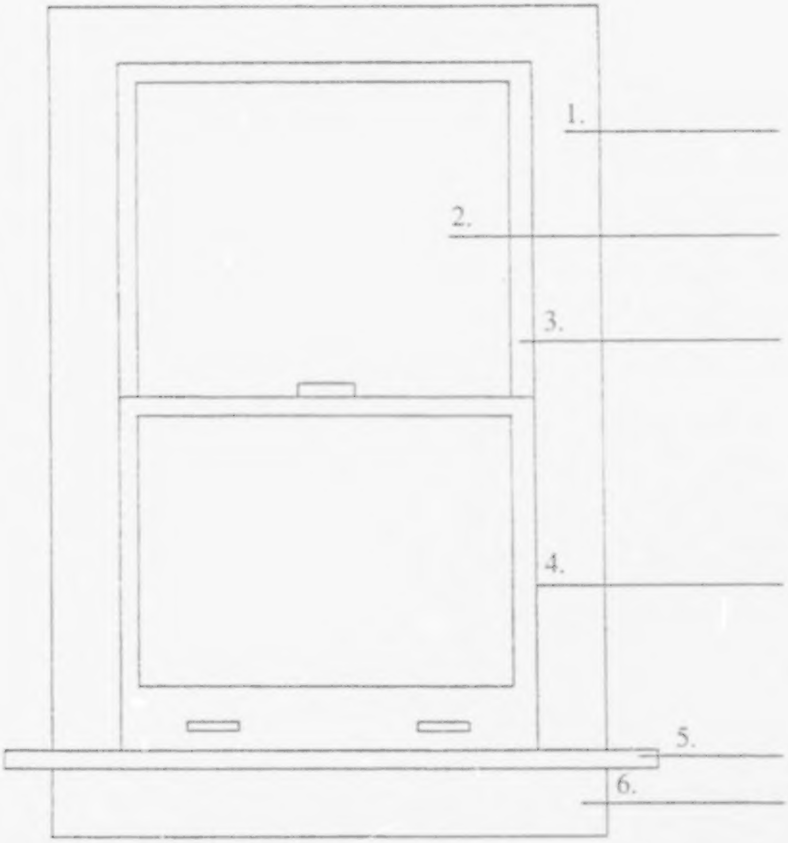
b. www. ______________________________
Summary:

c. www. ______________________________
Summary:

d. www. ______________________________
Summary:

9. Last, but not least, visit the Web site *www.adaptenv.org* and summarize what you find.

PARTS OF A WINDOW



Energy Conversation Practices Implemented Through Design and Construction

---

- A smaller roof results in less heat loss.
- The color of the roof is important — light colors reflect heat, dark colors absorb heat.
- Closets and storage rooms should be placed on the northern side of the house to help insulate.
- In colder climates, compact two-story houses are easier to heat.
- Square houses are more energy efficient than L-shape or T-shaped.
- Design a house so that some areas may be closed off when not in use.
- Homes with high ceilings are more expensive to heat and cool.
- Caulking and weather-stripping help reduce drafts, thus decrease fuel consumption.

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The Hickory Street Burger House and the ADA

◆ There are two Hickory Street Burger Houses in town. They are frequented often by all sectors of the community. After having studied about the Americans with Disabilities Act in your Interior Design class, you eat lunch at Hickory Street. You notice that the restaurant fails to meet several ADA regulations, and you write the violations on a sheet of paper. You visit the other location for dinner, noticing several at this location as well. You look at the violations you wrote down at lunch, and compare the two locations. You make a list of the violations you noticed:

- Restaurant #1 only has one accessible parking spot and has thirty-five total parking spots.
- Both restaurants have stairs to the main entrance — no lift or ramp is provided.
- Restaurant #2 has a front door of 30 inches wide.
- The walkway between tables at both locations is about 31 inches.
- Neither restaurant has a copy of the menu in Braille.
- Restaurant #2 has no accessible bathroom — meaning no grip bars, a stall depth of 49 inches, and a door leading into the restroom of 30 inches wide.

Since you know that the only way ADA is enforced is through consumer comments, you decide to write a letter. You would like to give the owner a chance to comply on his own, so you write the owner a persuasive letter. In this letter, you include the following:

- the problems
- the standards of compliance that must be met by the law
- reasons why he/she should make the proper adjustments

DEE-LICIOUS!

Outline for a Persuasive Letter

Writing Prompt (Topic statement or question):

Letter

Greeting ____________________ :

I. State your position on the issue: (use should, must, or ought in this first sentence)

Give some background about your topic: (minimum of two sentences)

II. Topic sentence (What general idea are you trying to propose?):

A. (Reason #1)

(elaborate with examples, statistics, or personal experiences)

1. ____________________
2. ____________________

Outline for a Persuasive Letter, Cont'd.

B. (Reason #2)

1.

2.

C. (Reason #3)

1.

2.

III. Conclusion: (Restate your position on this issue. Urge support for your position, and state a solution if possible.)

Terms Related to Lighting

Directions: Use references and resources to define the following terms related to lighting. Write the definitions in the space provided for each term.

1. primary lighting

2. secondary lighting

3. direct lighting

4. indirect lighting

5. natural lighting

6. artificial lighting

7. incandescent lighting

8. fluorescent lighting

Terms Related to Lighting, Cont'd.

9. wattage

10. recessed lighting

11. cornice

12. valance

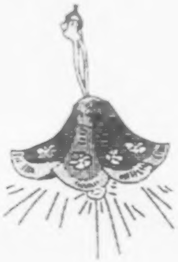
13. track

14. soffit

15. cove

16. lamps

Principles of Lighting: Terms to Know



1. Lamp:

2. Illumination:

3. Lumen:

4. Footcandle:

5. Ideal Illumination:

6. Efficacy:

7. Glare:

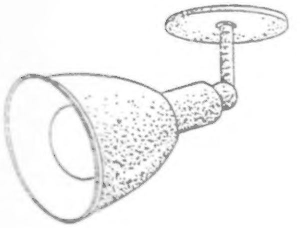
8. Light Quality:

9. Relamping:

Answer Key: Principles of Lighting

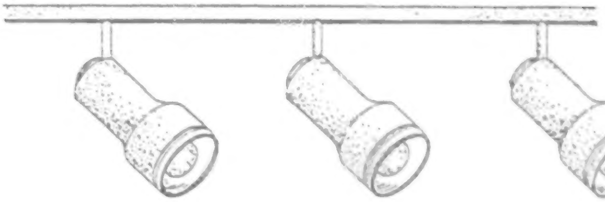
1. Lamp:	a lighting industry term for an electric light bulb, tube, or other lighting device.
2. Illumination:	the distribution of light on a horizontal surface. Illumination is measured in footcandles.
3. Lumen:	a measurement of light output from a lamp (often called a bulb or tube). All lamps are rated in lumens. For example, a 100 – watt incandescent lamp produces about 1750 lumens.
4. Footcandle:	a lumen of light distributed over a 1– square- foot (0.09–square-meter) area.
5. Ideal Illumination:	the minimum number of footcandles necessary to perform a task comfortably and proficiently without eyestrain. The Illuminating Engineering Society says that illumination of 30 to 50 footcandles is adequate for most home, office, and school work.
6. Efficacy:	the ratio of light output from a lamp to the electric power it consumes. Efficacy is measured in lumens per watt (LPW).
7. Glare:	excessive brightness from a direct light source. Types of glare include direct glare, reflected glare, and veiling reflections. Direct glare results from strong light from windows or bright light. Reflected glare is caused by strong light from windows or lamps that is reflected off a shiny surface. Veiling reflection is a special type of reflected glare that can obscure contrasts and reduce task clarity. Veiling reflections occur when light is reflected from a work surface, a printed page, or a computer screen.
8. Light Quality:	a measurement of how well people in a lighted space can see to do visual tasks and how visually comfortable they feel in that space. Light quality is important to energy efficiency because spaces with higher quality lighting need less illumination. High-quality lighting is fairly uniform in brightness and has no glare.
9. Relamping:	replacing an existing lamp and/or fixture to save energy.

Types of Lighting Fixtures



1. ______________________________

2. ______________________________



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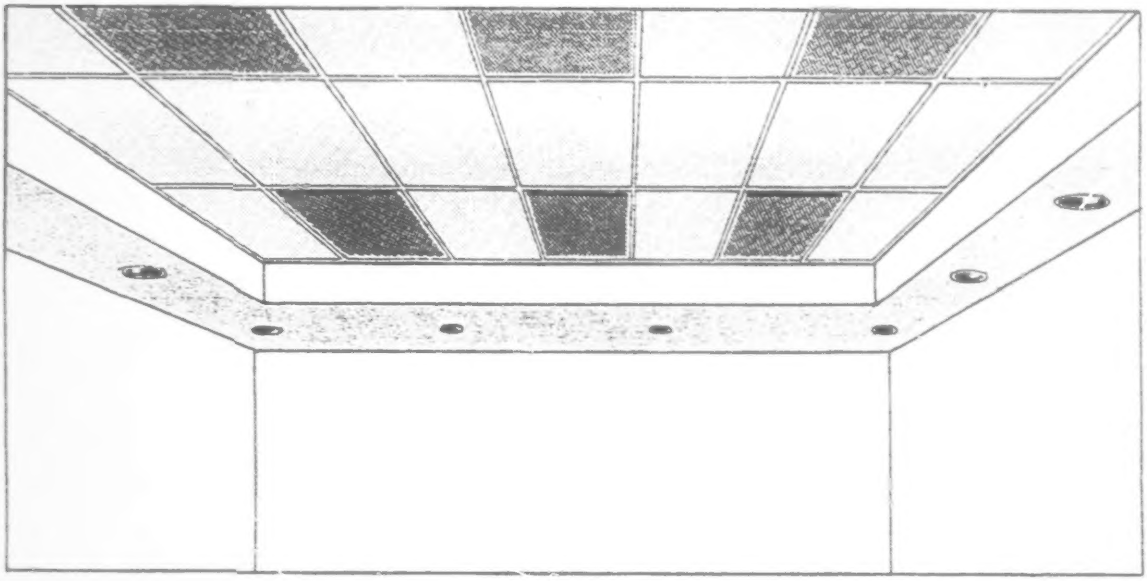
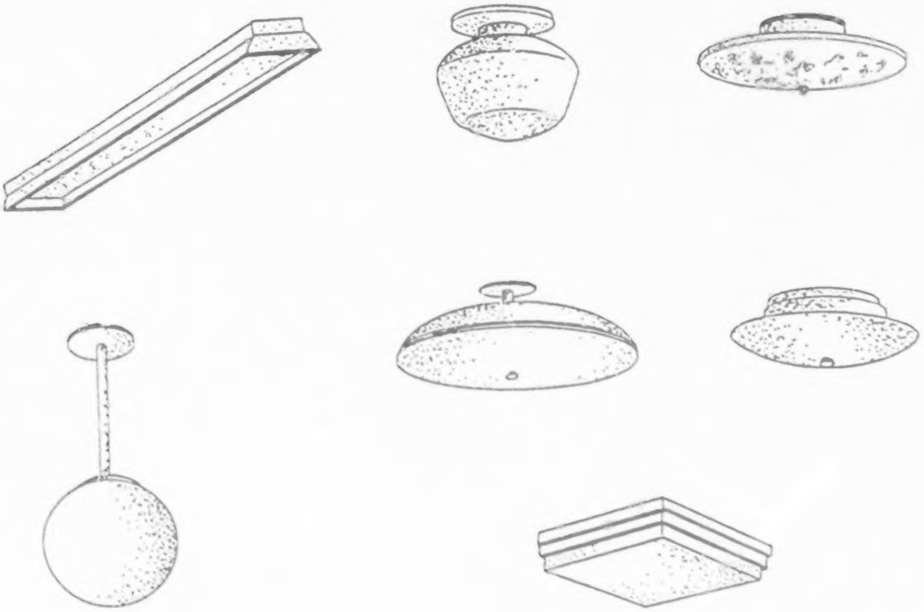
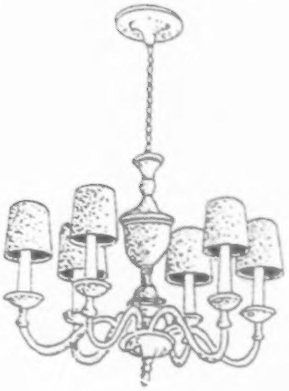


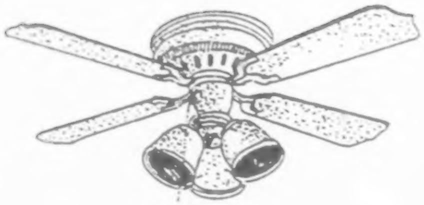
Types of Lighting Fixtures, Cont'd.



4. ______________________________



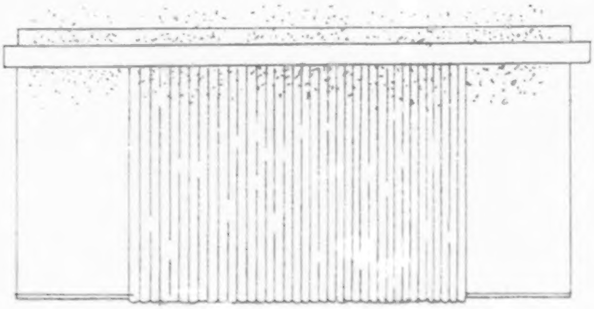
5. ______________________________

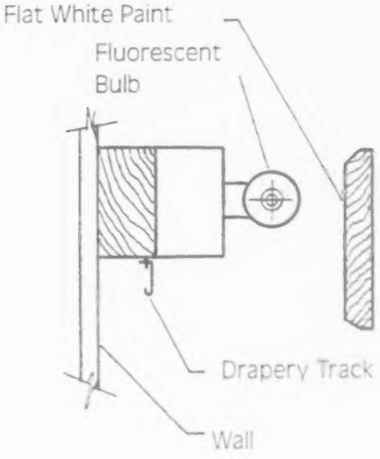


6. ______________________________

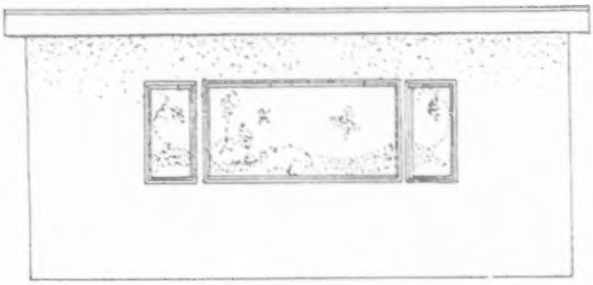
Types of Lighting Fixtures, Cont'd.

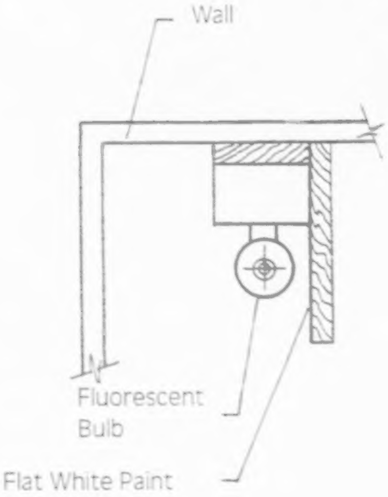
7 ______________________________





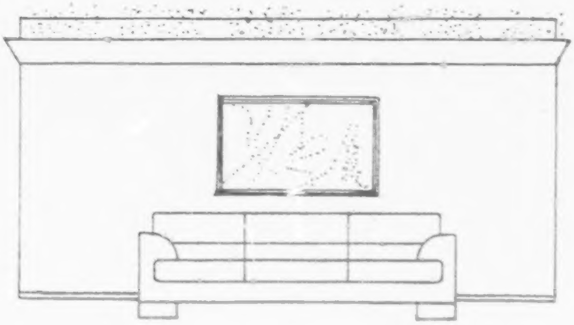
8 ______________________________

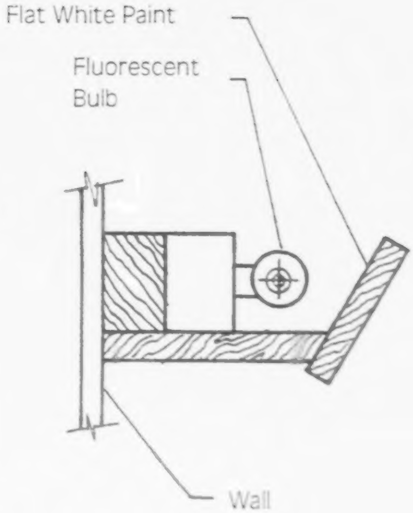




Types of Lighting Fixtures, Cont'd.

9. ______________________________





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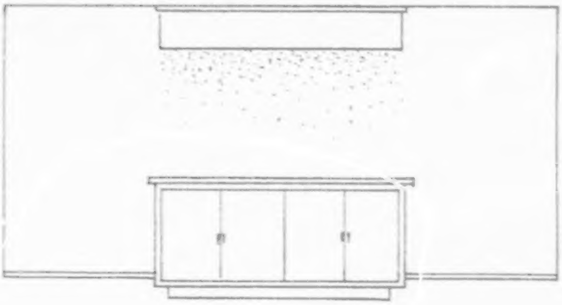
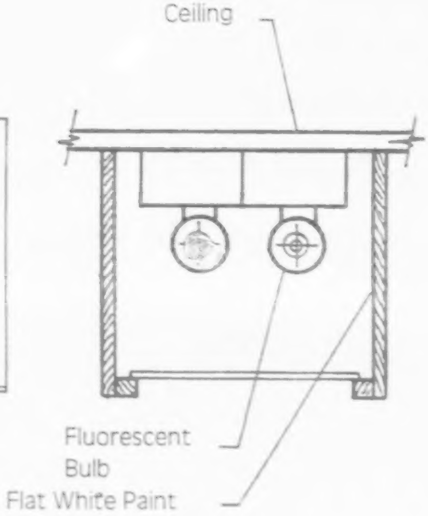




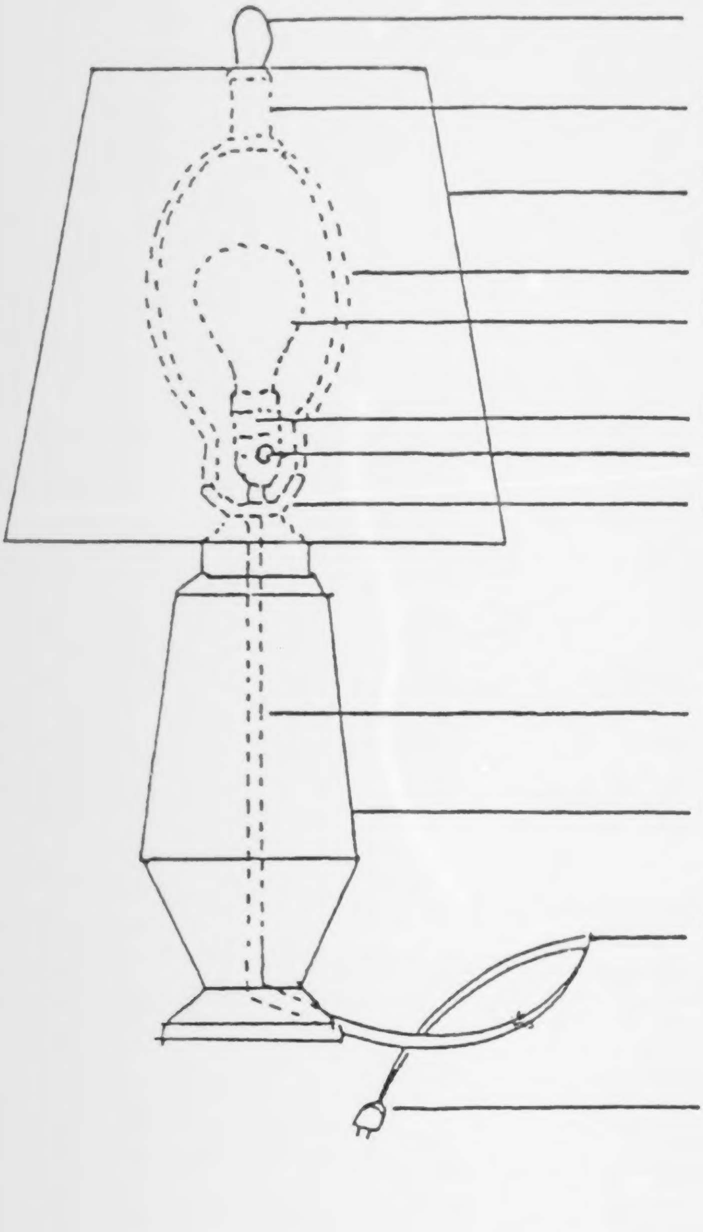
LIGHTING PROJECT

Directions: Find examples of each of the following lighting fixtures and/or lamps used in residential and nonresidential interiors. Mount your examples on construction paper and label each fixture. In addition to labeling the lighting type, identify the most appropriate location for each type of lighting in both residential and nonresidential interiors.

- recessed
- cornice
- valance
- track
- spot
- soffit
- cove
- luminous ceiling panels
- wall washers
- hanging lamp
- vase-type lamp
- wall lamp
- swing-arm lamp
- desk lamp
- bridge lamp
- table lamp
- high intensity lamp/task lamp

Remember, creativity and neatness!

Parts of a Lamp



1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________

Floors and Flooring

◆ Of all the furnishings in a room, the floor receives the most abuse. Numerous materials are used for flooring including wood, carpet, ceramic tile, concrete, stone, and brick. The flooring sets the mood of the room. When selecting background materials for residential and nonresidential interior settings, it is important to start with the floor and work up. When selecting flooring, remember the following three things: 1) appearance, 2) durability, and 3) maintenance.

Types of Flooring

Wood

- strip flooring
- random plank
- parquet

Most are available with a factory applied protective finish and can be installed over concrete or wood.

Stone

- Marble — colors depend on the area of the world where quarried
  1. recrystallization of limestone
     - most common
     - usually white, but may have streaks of clouding in it
  2. onyx
     - may have layers of different colors or banding
  3. verdigris
     - applies to marbles that have a prevailing green color
- Terrazzo — even though marble is strong, there is a 50 percent + breakage at the quarry
  - broken pieces are used to make Terazzo
  - used quite often in Italian Renaissance
- Travertine — porous limestone that can be used on floors or wall
  - the limestone comes from mineral springs which cause limestone to be porous
  - result/holes are a result of escaping gas
  - when used on floor, holes are filled with a resin which may or may not be the same color

Floors and Flooring, Cont'd.

Tile

- Ceramic
  - made of baked clay
  - originated in Egypt about 4700 B.C.
  - named after the city or areas from which they originate
    Example: Delft
    - blue and white designs
    - originated in Holland in the town of Delft
- Ceramic Mosaic
  - individual tiles mounted together on a sheet to help keep them together and make installation easier
- Mexican
  - made from clay taken directly from the ground
  - shaped by hand which results in uneven thickness
  - dried in the sun and often have prints of leaves, animals, etc., that fall into or step into the drying tile
- Quarry
  - warm brown to warm beige color
- Vinyl
- Linoleum — has not been made in the United States since 1974; is still manufactured in Europe

Vinyl Flooring

- Sheet Vinyl — comes in 6, 9, and 12 foot widths
  - Rotogravure — printing and photography
    - Top layer is photosensitive — covered with clear vinyl coating (wear layer)
    - Only one layer thick
    - Can tear easily
  - Inlaid Method
    - use colored chips arranged in a pattern
    - chips are fused together with heat and pressure
    - design goes to the backing
    - the most durable vinyl flooring
- Vinyl Tiles

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Floors and Flooring, Cont'd.

Carpeting

The first carpet mill was established in 1791 in Philadelphia, Pennsylvania. Today, there are over two hundred carpet corporations and over three hundred manufacturing plants.

The following are four factors that are important to consumers:

1) Density — the amount of the face yarn
   - can be determined by bending the carpet sample and noting how close the tufts are together
   - the denser the better
2) Heat setting — the setting of the twisted yarns by heat or steam
3) Twist — the rotating or spiralling of the yarn around itself
4) Depth — how "tall" the fibers are

– Types of Fibers –

- Wool
- Nylon
- Olefin
- Polyester
- Acrylic

– Categories of Carpet –

- Low-level loop
- Sculptured
- Plush/saxony
- Frieze

– Primary backing – Secondary backing –

Padding – standard is 1/2 inch

- felted padding
- rubber padding
- urethane or plastic foam

Rug — distinguished from carpet in that it is finished on all sides and is not attached to the flooring below

– Consumer Tags (must have) –

- weight
- type
- yarn quality

Quiz – Floors and Flooring

1. Of all the furnishings in a room, the _____ receives the most abuse.
2. The three types of wood floorings are _____, _____, and _____.
3. Marble, the most ancient stone, came out of the age of the _____ _____.
4. Onyx may have layers of different colors or _____.
5. Broken pieces of marble are used to make _____.
6. Ceramic tile originated in Egypt about _____ B.C.
7. Delft tiles originated in this town in _____.
8. This type of clay is taken directly from the ground and shaped by hand resulting in uneven thickness.
9. This flooring product (which was replaced by vinyl flooring) has not been produced in the United States since 1974.
10. The most durable type of vinyl flooring is the _____ method.
11. _____ refers to how closely carpet fibers or tufts are placed together.
12. The five types of carpet fibers are _____, _____, _____ _____ and _____.
13. The type of carpet fiber that is the most expensive and comes from the fiber of sheep is called _____.

Quiz – Floors and Flooring, Cont'd.

________________ 14. The four categories of carpet are _____, _____, _____, and _____.

____

____

____

________________ 15. A standard carpet pad is _____ thick.

________________ 16. The type of carpet pad most commonly used because it is most resistant to dampness and heat is _____ or _____ _____.

____

____

17. How is a rug distinguished from carpet?

18. identify three things that carpet manufacturers must provide on carpet consumer tags.

    1.
    2.
    3.

Calculating the Cost of Floor Coverings

▲ Floor coverings are priced by the square yard or square foot, and room sizes are measured by square feet so a little math is required. When computing the costs of flooring, remember that to get the square footage of a room, the width is multiplied by the length.

Example: If a room is 12' x 18', the square feet is 216. To calculate the number of square yards, 216 is divided by 9 since there are 9 square feet in one square yard. The result is 24 square yards.

Directions: Use the figures below to determine how much of each type of floor covering is needed and calculate the cost of materials for each type. Show your calculations in the space provided below.

1. Room #1 is 10 feet x 16 feet
   Covering is $13.99 per square yard (Polyester/nylon carpet)
   a. How much is needed? ____________
   b. What is the cost of materials? ____________

2. Room #2 is 10 feet x 15 feet
   Covering is $2.99 per square foot (Inlaid vinyl)
   a. How much needed? ____________
   b. What is the cost of materials? ____________

3. Room #3 is 12 feet x 14 feet
   Covering is $17.99 per square yard (Wood flooring)
   a. How much is needed? ____________
   b. What is the cost of materials? ____________

Calculating the Cost of Floor Coverings, Cont'd.

4. Room #4 is 9 feet x 13 feet

   Covering is $24.99 per square yard (Wool/nylon carpet)

   a. How much is needed? ____________

   b. What is the cost of materials? ____________

5. Room #5 is 14 feet x 28 feet

   Covering is $4.99 per square foot (Tile)

   a. How much is needed? ____________

   b. What is the cost of materials? ____________

Calculating the Cost of Floor Coverings
Answer Key

1. Room #1 is 10 feet x 16 feet

   Covering is $13.99 per square yard (Polyester/nylon carpet)

   a. How much is needed? 18 sq. yds.

   b. What is the cost of materials? $251.82

2. Room #2 is 10 feet x 15 feet

   Covering is $2.99 per square foot (Inlaid vinyl)

   a. How much needed? 150 sq. ft.

   b. What is the cost of materials? $448.50

3. Room #3 is 12 feet x 14 feet

   Covering is $17.99 per square yard (Wood flooring)

   a. How much is needed? 19 sq. yds.

   b. What is the cost of materials? $341.81

4. Room #4 is 9 feet x 13 feet

   Covering is $24.99 per square yard (Wool/nylon carpet)

   a. How much is needed? 13 sq. yds.

   b. What is the cost of materials? $324.87

5. Room #5 is 14 feet x 28 feet

   Covering is $4.99 per square foot (Tile)

   a. How much is needed? 392 sq. ft.

   b. What is the cost of materials? $1,956.08

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Wall Treatments

▲ Treatments used to finish and decorate walls include paint and wall coverings. Paint is the most common type of wall treatment used in homes. The next most common treatments are wallpaper and wall coverings. Other wall finishes include paneling, brick, stone, fabric, vinyl, tile, and carpet.

Prepared paints have been available on the market in the United States since 1867. Chinese people mounted rice paper as early as 200 B.C. Actual documentation of people using wallpaper begins in the 1500s in Europe.

Walls make up the largest area in a room. Wall treatments must be in harmony with the overall decorating theme and with the size and shape of a room. Walls should complement the furniture and accessories in a room.

Walls can become a focal point in a decorative scheme, camouflage awkward features, and visually change the size and shape of a room.

Wall Coverings

Flocked papers

Flocked papers were first used in the early 1600s in France. Finely chopped bits of silk and wool were sprinkled over glue creating a look that was a good imitation of damask or velvet.

Embossed papers

Embossed papers have texture rolled into them during the manufacturing process. These papers are printed to have the appearance and feel of the rough surface of fabrics.

Grass cloth

Grass cloth is made of loosely woven plant fibers that are backed with paper.

Vinyl wall covering

This is covering backed with a fabric or heavy paper and is very durable. Most are waterproof and stain resistant.

Borders

This covering consists of narrow strips of decorative wallpaper used around doors, windows, and areas where walls and ceilings meet or on walls in various heights parallel to the floor. Borders can be used alone or with other wall coverings.

Washable Wallpaper

Washable wallpaper is printed with a protein finish so it can be washed.

Scrubbable Wallpaper

This wallpaper can be scrubbed with a brush without the top layer being rubbed off.

Coordinated Wall Coverings (or Companion Wall Coverings)

These coverings and fabrics are those that coordinate or go together well.
For example, a floral wallpaper border coordinates with striped wallpaper in the same colors.

Wall Coverings, Cont'd.

Floral Patterns

Floral patterns are flower or plant designs that may be small or large, bold or subdued, or neat or randomly arranged. Color is important in any floral pattern.

Murals

These are complete scenes that do not have a repeat. Some murals may require nine or ten panels to complete the scene. Murals are usually placed on only one wall in a room.

Paints

* decorative and protective
* most inexpensive way to change the environment

Oil-based

Oil-based paints consist of a pigment or color suspended in linseed oil. These were the traditional house paints until alkyds were developed.

Alkyds

Alkyds paints consist of oil modified resins that are more durable than ordinary oil-based paints. They are durable for both interior and exterior application.

Latex

Latex paints are water based. They vary in hardness, flexibility, and gloss retention. They dry fast, are easy to apply, and have a minimal odor.

Enamels

These are paints that produce a hard, glossy, durable finish. The highest sheen is produced by an alkyd enamel.

Flame-retardant paints

These are paints that slow the process of burning. They are designated for use in public buildings.

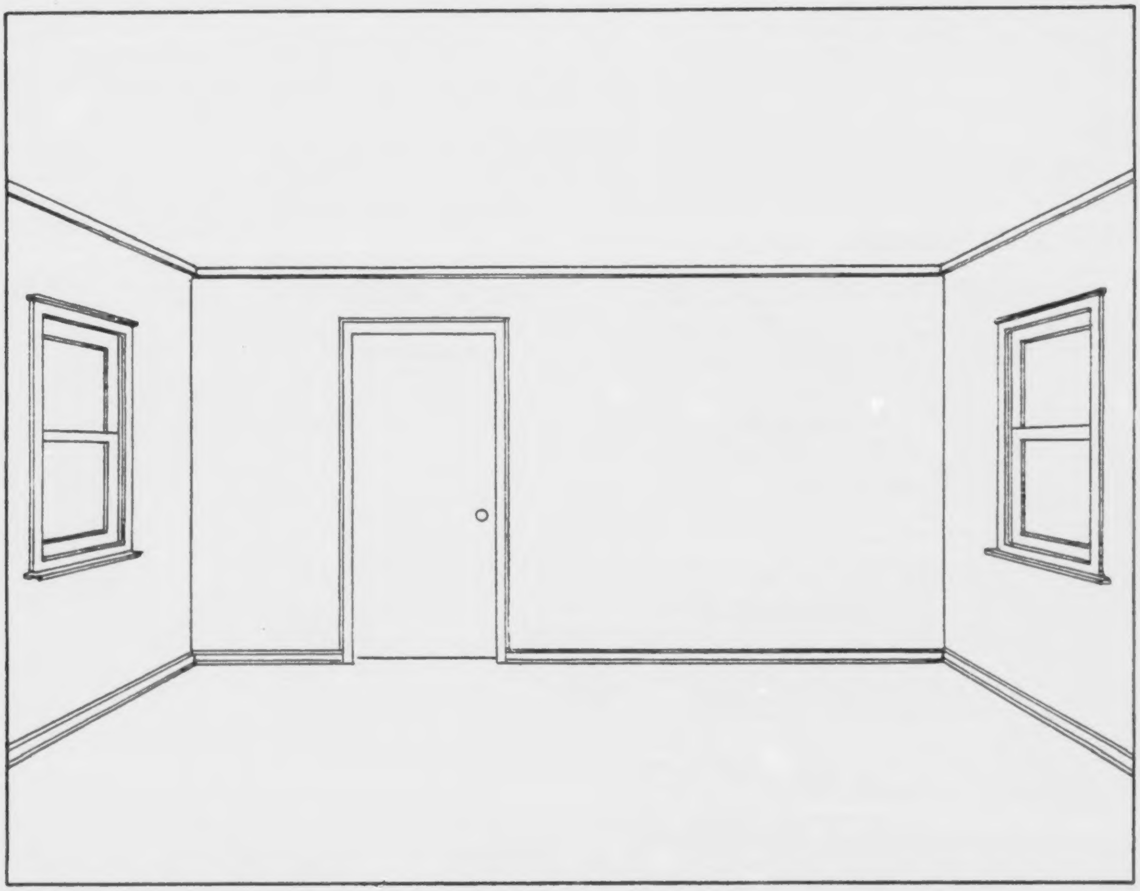
Primer

The primer is the first coat applied to a surface before paint is applied.

Solvents

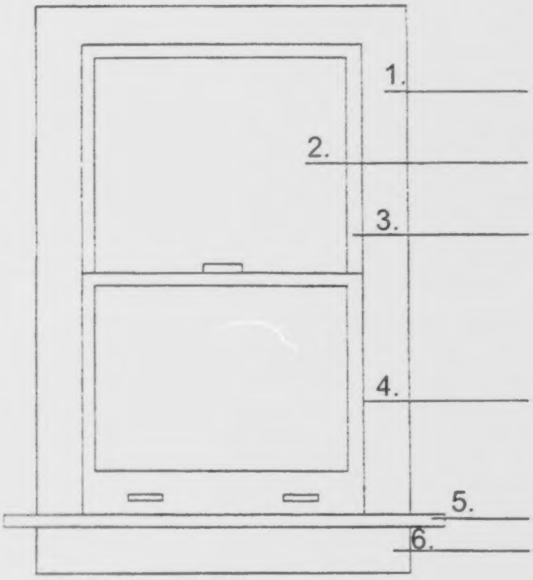
Solvents are liquids that dissolve paint.

Relationship of Floors, Walls, and Ceilings

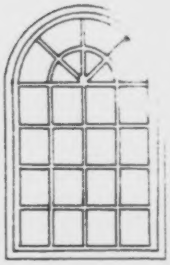


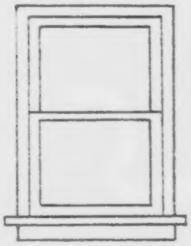
Types of Windows

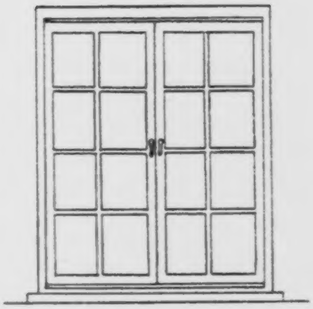
A. Parts of a window:

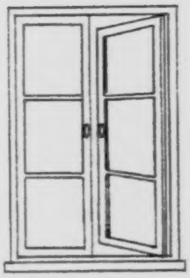


B. Types of Windows:









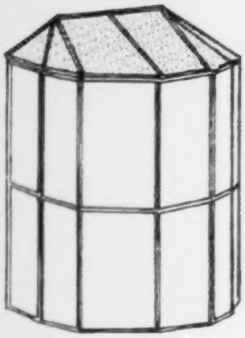
1. ______________

2. ______________

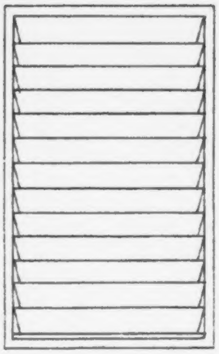
3. ______________

4. ______________

Types of Windows, Cont'd.



5. ____________



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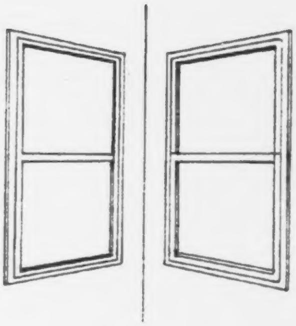
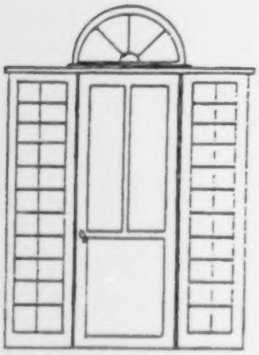
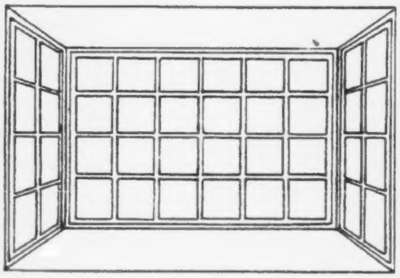


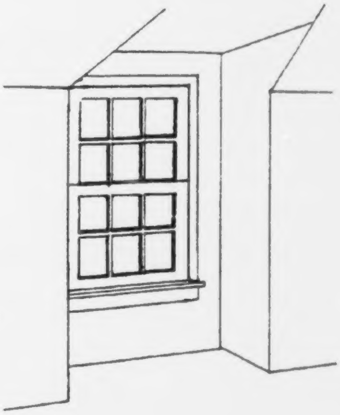
7. ____________



8. ____________



9. ____________



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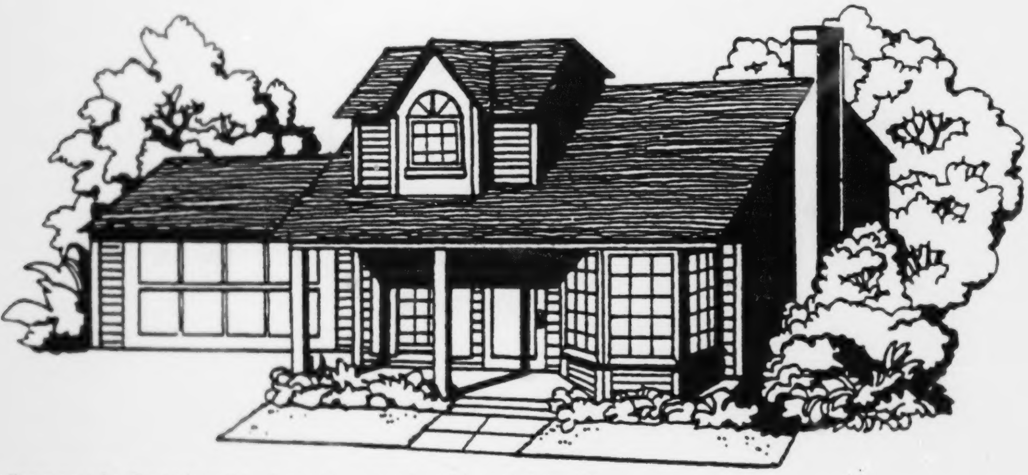


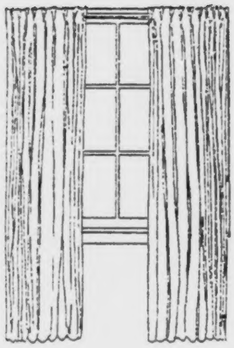
What three window types do you see in this picture?

11. ____________

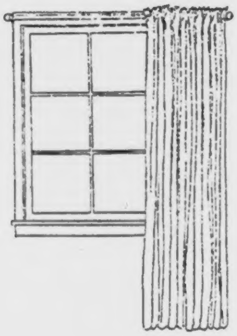
12. ____________

13. ____________

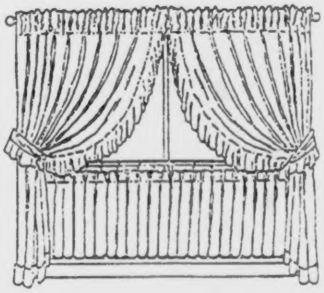
Window Treatments



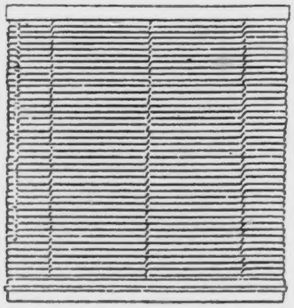
1. ______________



2. ______________



3. ______________



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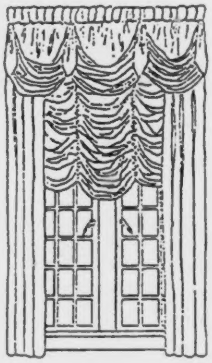

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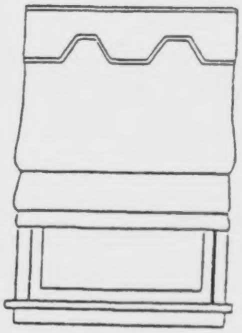

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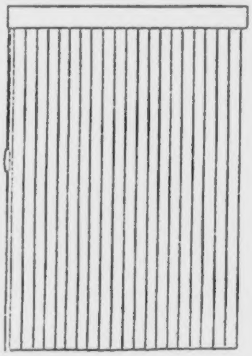

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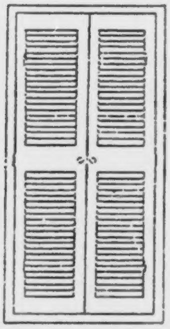

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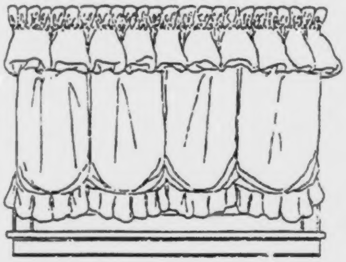
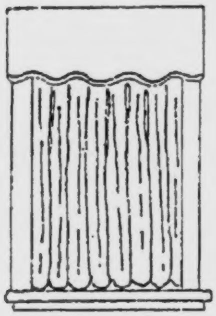


9. ______________

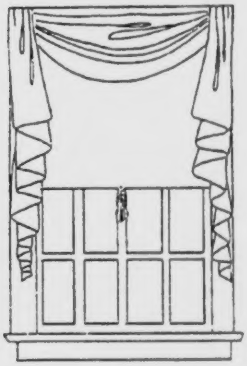
- When considering treatments, a person should remember that the view from the outside must be considered along with the view from the inside.
- There are two purposes for window treatments. One is that they control light and air and provide privacy. The other is that they complement the overall design scheme of a room.
- Different windows require different window treatments. Determining factors include architecture of the building, shape, and placement of the window, size and use of the window, and the desired effect.

Window Treatments:

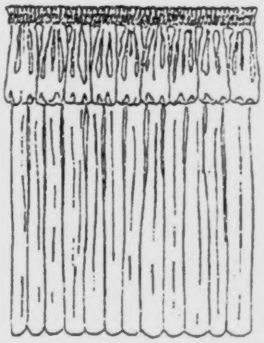
Top Treatments



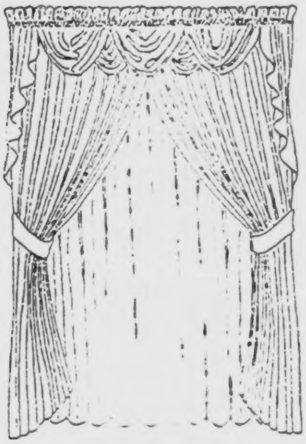
10. ____________



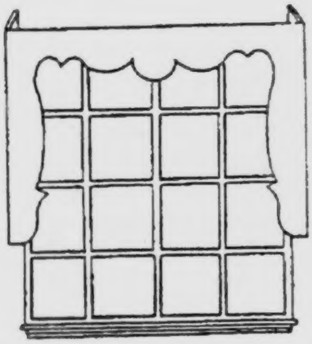
11. ____________



12. ____________



13. ____________



14. ____________

- Top treatments are used to decorate the space above the window and to hide the hardware on which the curtains or drapes are hung. Top treatments can also include the drape or curtain over a blind or shade.

Window Treatment Chart

Treatment	Characteristics	Types of Material or Fabric	Formal	Informal	Casual
Draperies	pleated, heavy fabrics; may open from the side or center; provide privacy when closed	heavy fabrics, such as velvet, brocade, antique satin, and damask	●		
Casement	sheer, pleated; provide some privacy; filter light; used alone or with draw draperies	sheer fabrics of nylon, lace, polyester, or blends	●	●	
Curtains	less formal than drapes; may be shirred, ruffled, gathered on rod, or cafe style; provide some privacy	cottons or cotton blends, polished cotton, chintz, muslin, or broadcloth		●	●
Shades	good light control; used with curtains to prevent fading; improve energy efficiency	woven woods, heavy canvas, and most types of sheer to medium weight fabrics	●	●	●
Blinds	excellent light control; provide some privacy	metal, fabric, covered plastic, wood, or split bamboo			●
Shutters	control light; may be used with curtains and other treatments; provide privacy and ventilation	wood frames and slats, wood frames with fabric inserts, or wood frames and other opaque material		●	●
Panels or Screens	may be used as a focal point; provide privacy	wood panels (carved or painted), fabric panels, or other opaque material	●	●	
Cornices, Valances, and Lambrequins	decorative treatment at top of window	padded wood covered with fabric; or fabric used alone	●	●	

TA 35
TEKS 3D

The Relationship of Interior Decisions to Needs and Wants

Directions: Brainstorm and list examples of needs, wants, and resources that affect interior decisions. An example is shown below.

Needs	Wants	Resources	Interior Decisions
Example: • more space for family dining	• completely remodel kitchen and living space	• father, son, and daughter have carpentry skills • funds are limited	• father, son, and daughter decide to enlarge dining area by removing a wall along a hallway

Sample Letter of Agreement

Concepts Today

Residential and Non-residential Interiors
10708 Oak Avenue
Anytown, Texas 78099
(999) 309-7124

May 23, 2005

Mr. James Stevens
Stevens Investment Company
2135 N. Chitwood Street
Anytown, Texas 78099

Dear Mr. Stevens:

I want to thank you for contacting *Concepts Today* about your interior design needs. As we have discussed, we will be assisting you in the selection of paints, wallpaper, window treatments, and furnishings to be suited to your specifications for your business on North Chitwood. Our service will include obtaining samples of each fabric, wallpaper, paint, and window covering for your selection. We will also provide you with a list of quality installers and artisans and supervise the work of the professionals that you choose.

We anticipate that the starting date of this important project will begin as soon as possible, but no later than June 10, 2005. Your initial investment in time will be coordinated with your office so as to provide as little inconvenience to you as possible. We plan on having several choices of each item available at our next meeting and hopefully you will be able to make the decisions on the covered subjects and the work can begin. Our staff will be in your office to take necessary measurements on May 31, 2005 at 4:30 p.m.

It is our understanding that you have agreed to hire Concepts Today and that you will be charged an hourly fee of $40.00 per hour. Our hours are billed in quarter hour increments, and you will receive a detailed bill monthly showing all work performed on your account. We appreciate prompt payment. If this letter compares to your understanding of our agreement, please sign where indicated and return one copy of this letter to us at your earliest convenience.

We look forward to our association and trust that should you have questions about this letter or at anytime in the future, you will let us know.

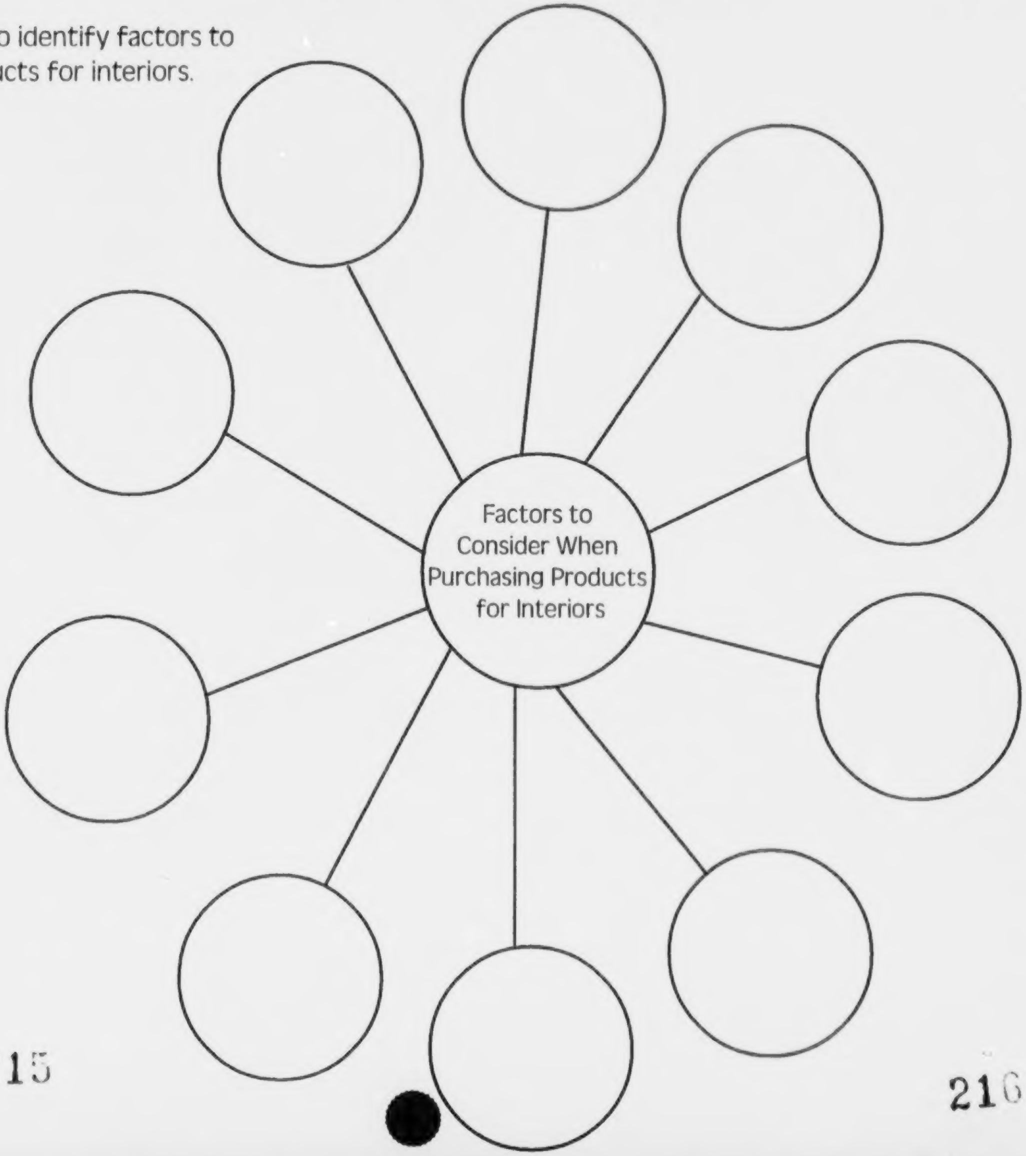
Sincerely,

Natalie King
President
Concepts Today

____
James Stevens

Factors to Consider When Purchasing Products for Interiors

Directions: Expand the diagram to identify factors to consider before purchasing products for interiors.



Terms to Know

1. **style:** refers to the use of design characteristics that identify the work of a famous designer or school of designers, rulers who commissioned cabinetmakers to produce certain designs bearing the ruler's name, or styles, like Queen Anne, that were simply named after the reigning monarch. Other styles were named after the cabinetmaker who produced them (i.e., Hepplewhite and Sheraton).

2. **period:** a measure of historical duration

3. **period style**: indicates the design(s) for which a historical period is famous

4. **antiques:**

5. **Classical style:**

Terms to Know, Cont'd.

6. **Traditional style:**

7. **Provincial style:**

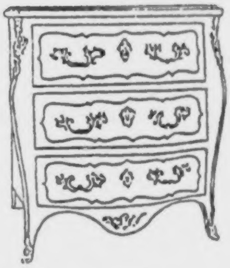
8. **Transitional-contemporary style:**

9. **Eclectic style:**

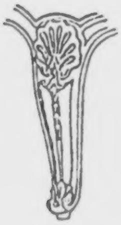
10. **Reproductions and adaptations:**

French Styles of Furniture

Rococo

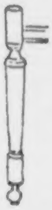


Commode

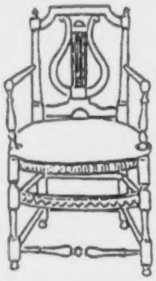


Cabriole Leg

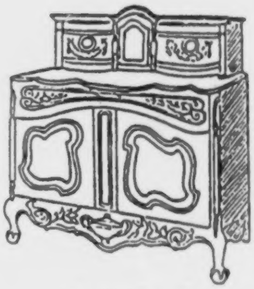
French Provincial



Louis XVI Chair Leg

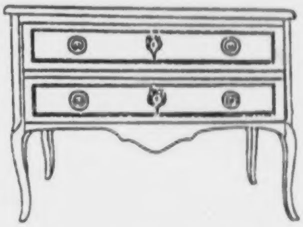


Arm Chair

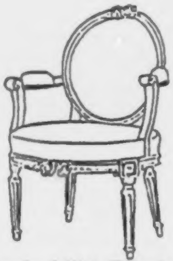


Commode

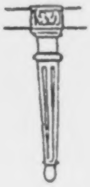
Neoclassic



Louis XV Buffet



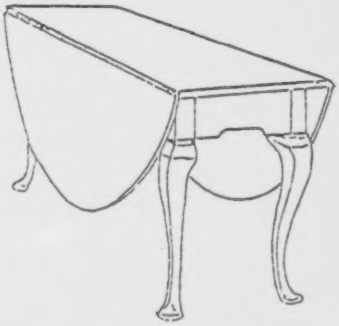
Louis XIV Chair



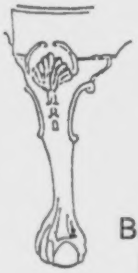
Chair Leg

English Styles of Furniture

Queen Anne

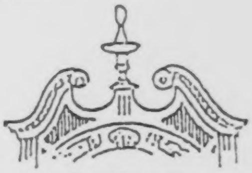


Drop-leaf Dining Table

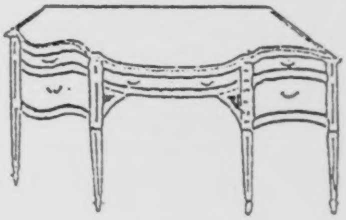


Ball and Claw Cabriole
Leg with Shell Motif

Georgian

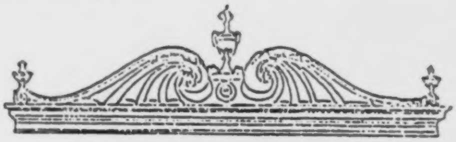


Pediment



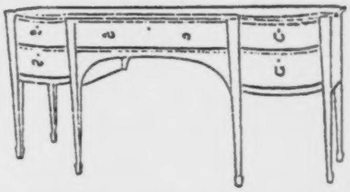
Sideboard

Georgian



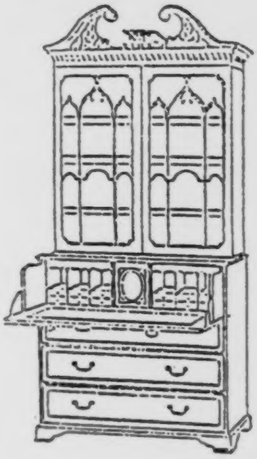
Sheraton Pediment

Georgian



Hepplewhite Sideboard

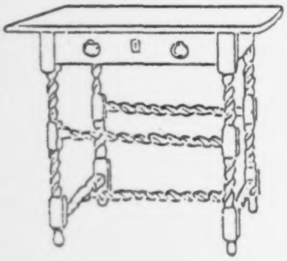
Georgian



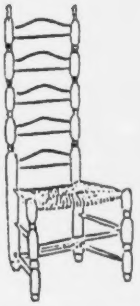
Chippendale Secretary

American Styles of Furniture

Early American

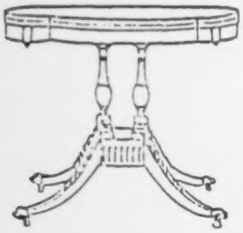


1650 Table

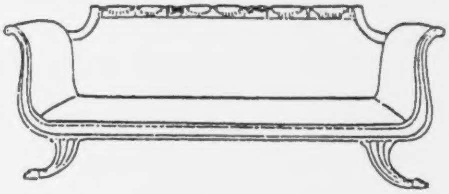


1740 Chair

Duncan Phyfe

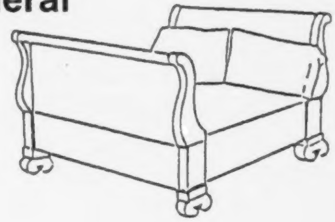


Console

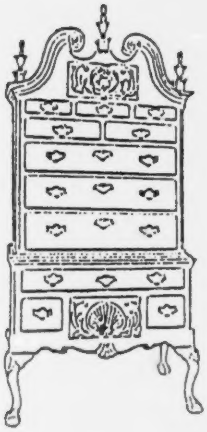


Cornucopia-Leg Sofa

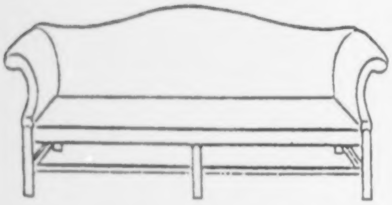
Late Colonial/Early Federal



Sleigh Bed

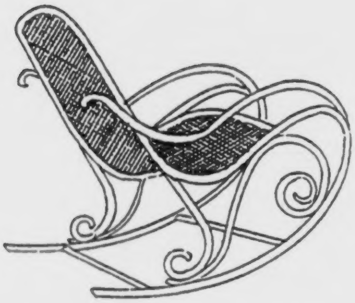


Philadelphia Highboy

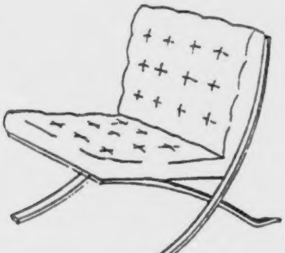


Sofa

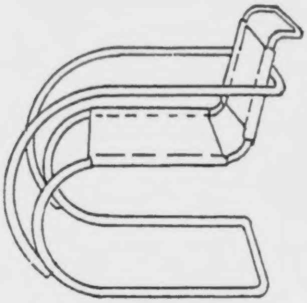
Contemporary Styles of Furniture



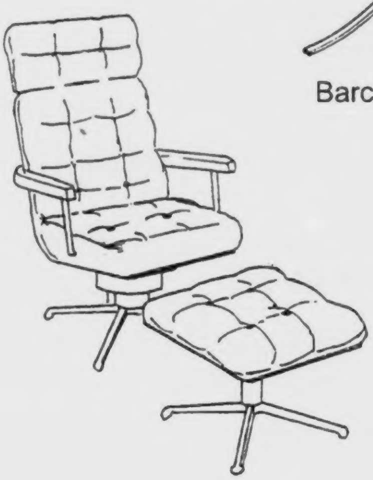
Bentwood Rocking Chair



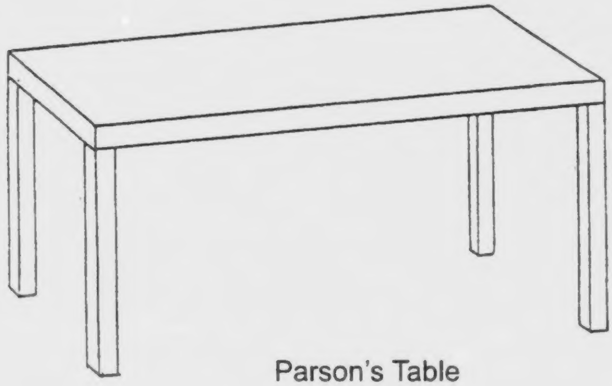
Barcelona Chair



van der Rohe
Steel Tube Chair



Eames Chair



Parson's Table

Major Periods and Styles of Furnishings

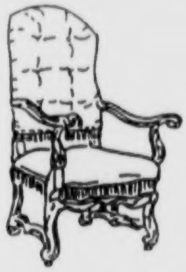
▲ Many styles of furniture are sold today. Much of this furniture has been copied or adapted from traditional styles called period pieces. Period furniture refers to furniture styles that were popular in the past. In order to combine furniture of one or more styles tastefully, a person should recognize styles of certain periods and their characteristics. The following are the major periods and styles of furniture.

Seventeenth Century

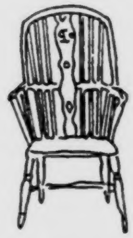
The furniture styles of the seventeenth century include Baroque, restoration, William and Mary, and Early American styles. Figure 1 illustrates these styles.

- ***Baroque*** was an Italian outgrowth of the late Renaissance. It emphasized fullness of size, scale, and proportion. The Italians used twisted turnings, broken, and reserved curves, and inlays and appliques of materials, such as marble, ivory, and bronze.
- ***Restoration*** was a period that emphasized comfort as well as increased richness of form and ornament. The wing-back chair and round tables were introduced during this period.
- The ***William and Mary*** period is characteristically known as the "Age of Walnut." Flat stretches and bun feet with spiral and trumpet legs were common. The highboy (a chest of four or five drawers supported by a table) was the most important piece of this era.
- ***Early American*** pieces include Windsor chairs, corner cupboards, and ladderback chairs.

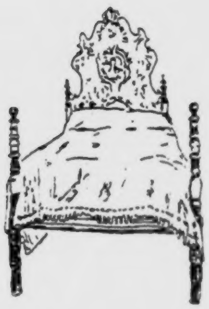
Furniture Styles of the Seventeenth Century



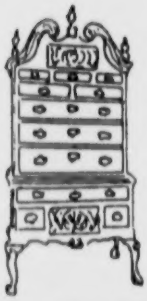
Baroque



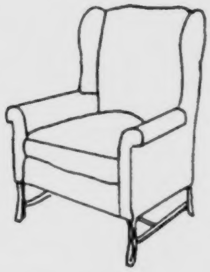
Tudor Windsor



Spanish,
Late Baroque



Philadelphia Highboy



Wing Chair

Figure 1

Major Periods and Styles of Furnishings, Cont'd.

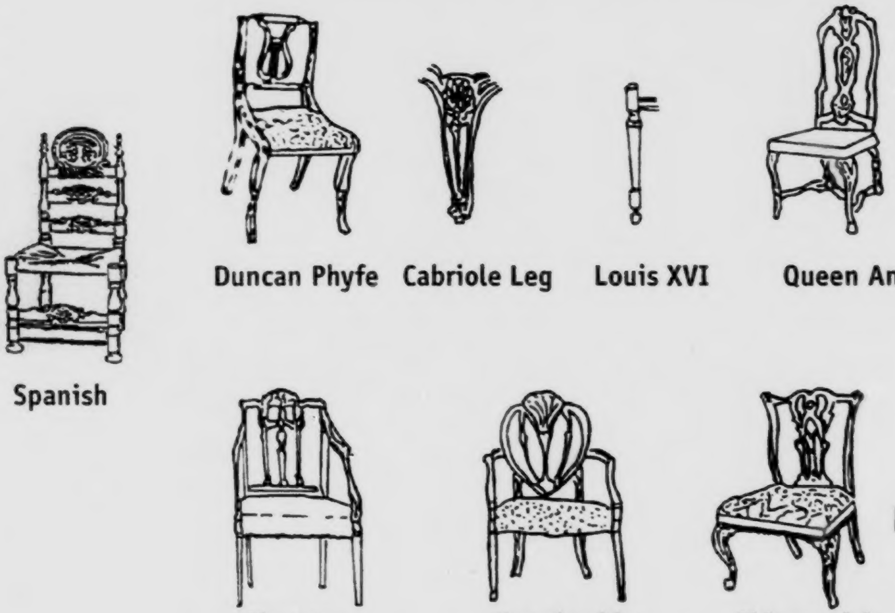
Eighteenth Century

Furniture styles of the eighteenth century include Louis XV or Rococo, Louis XVI or Neoclassical, Chippendale, Hepplewhite, Sheraton, Queen Anne, Duncan Phyfe, and Spanish Baroque. Figure 2 illustrates these styles.

- ***Louis XV*** or ***Rococo*** is characterized by small scale furniture. It was ornately decorated with motifs of ribbons, shells, rocks, and graceful lines. It is also known for its short carbriole legs.
- ***Louis XVI*** or ***neoclassical*** is characterized by symmetry, brilliant paint, and marble. Light colored wood inlays were typical.
- Thomas ***Chippendale***, an English cabinetmaker in the 1700s, is known for his innovation of the square leg in furniture. The grandfather clock was developed during this period.
- George ***Hepplewhite***, an English cabinetmaker in the 1700s, is known for a variety of chair backs including the shield and heart.
- Thomas ***Sheraton***, an English cabinetmaker in the late 1700s, is known for his originality in chair design. They were lighter, had lower backs, and the legs were turned or square tapered. The arms came from the back in a sweep.
- The ***Queen Anne*** period is known for the development of the simple curved line. The cabriole was refined with ornamentation on its knee. The scalloped shell motif became popular. Furniture developed includes secretaries, chairs without stretchers, and overstuffed upholstered pieces.
- ***Duncan Phyfe*** was the most famous of Early American cabinetmakers. Almost all of his work was done in mahogany. Chair legs often curved out to the side. Tables were supported on lyre-shaped bases or finely carved pillars.
- ***Spanish Baroque*** was characterized by richly carved and gilt decorations. Chair backs were pierced with interlaced geometric patterns or floral motifs; arms were set at sharp angles and not connected with the back.

Figure 2

Furniture Styles of the Eighteenth Century



Duncan Phyfe **Cabriole Leg** **Louis XVI** **Queen Anne**

Spanish

Sheraton **Hepplewhite** **Chippendale**

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Major Periods and Styles of Furnishings, Cont'd.

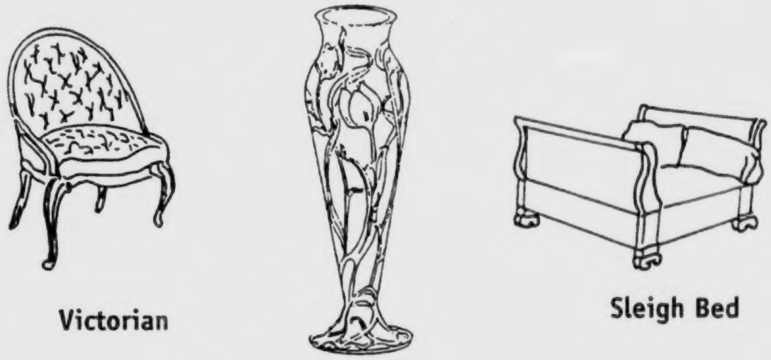
Nineteenth Century

Nineteenth century furniture styles include Empire, Victorian, Art Nouveau, and Greek Revival. See illustrations in Figure 3.

- ***Empire*** was the style of the design and decoration instituted in France during the reign of Napoleon. The Empire bed or sleigh bed was popular at this time.
- The ***Victorian Period*** covers the English and American design trends during the reign of Queen Victoria in England (1837-1901). The style was elaborate. Carvings were elaborate and scale was exaggerated. Brass beds became popular during this time.
- ***Art Nouveau*** is French meaning "New Art." This was a late nineteenth century to early twentieth century European style of furniture based on patterns of natural forms, such as branches, leaves, waves, and flames.
- ***Greek Revival*** was a renewal of interest in Greek designs stimulated by archaeological excavations at Pompeii and Herculaneum.

Furniture Styles of the Nineteenth Century

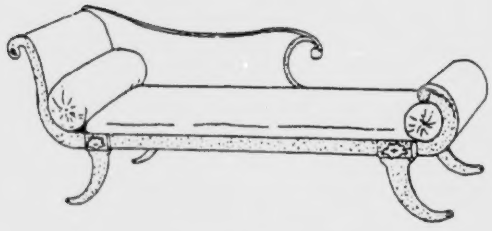
Figure 3



Victorian

Art Nouveau

Sleigh Bed



Greek Revival

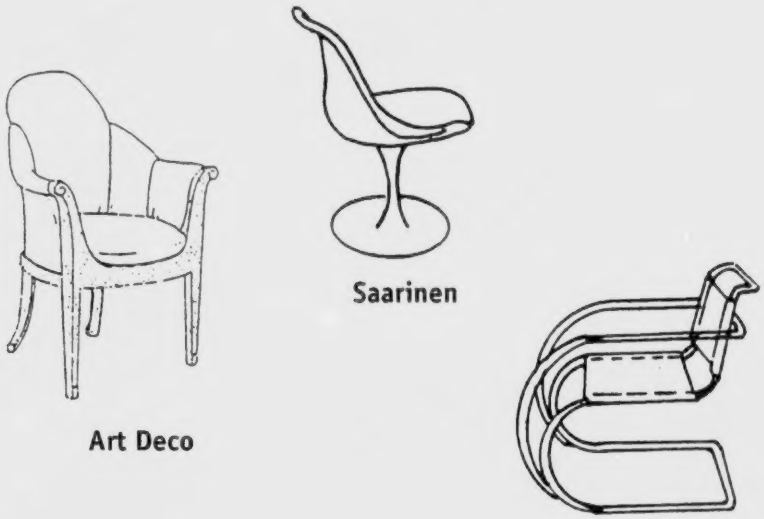
Major Periods and Styles of Furnishings, Cont'd.

Twentieth Century

Figure 4 illustrates the twentieth century styles of Art Deco, International Contemporary, and Reproductions and Adaptations.

- ***Art Deco*** was a style of ornamentation popular in the 1920s and 1930s that used geometric or stylized versions of plants, animals, or other natural forms.
- ***International style*** was developed by the German architect Walter Gropius who founded the Vauhaus school of design. This style eliminated the use of wood and turned to chrome-plated steel tubing and manufactured goods. The trend now is to use unfinished wood.
- ***Contemporary*** designs utilized architectural materials, such as marble, wood, glass, stone, and plastics. The shape usually is the accent.
- ***Reproductions and Adaptations*** are designs that are based on other periods often using combinations of designs. About one-fourth of all customers purchase contemporary designs. The rest choose designs that are reproductions or adaptations.

Furniture Styles of the Twentieth Century



Saarinen

Art Deco

**van der Rohe
Steel Tube Chair**

Figure 4

Interior Design Project: Furniture Styles

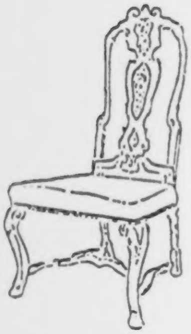
◆ Locate one example of an adaptation of each of the following furniture styles. Justify your selection by writing a brief statement describing characteristics of the piece that are indicative of the particular style identified. Also write a brief statement describing the influence of each style on interior design.

- Queen Anne
- Chippendale
- Federal Style
- Contemporary/Modern
- Art Nouveau
- Shaker
- Empire
- Hepplewhite
- Duncan Phyfe
- Baroque
- Spanish Baroque

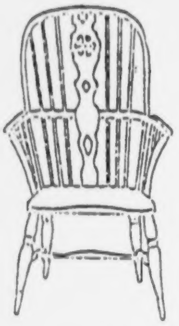
Remember:

- ➢ Label everything.
- ➢ Justify your selection.
- ➢ Determine the influence of each style on interior design.
- ➢ Be neat.

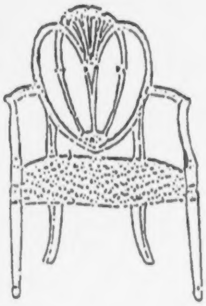
Historical Comparison of Chairs



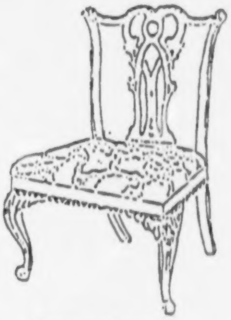
Queen Anne



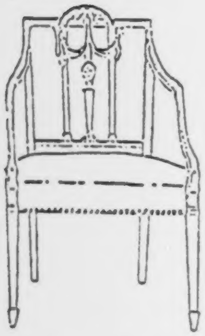
Tudor Windsor



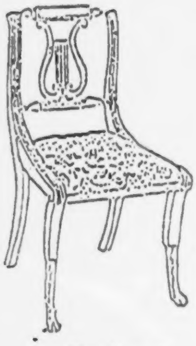
Georgian
Hepplewhite



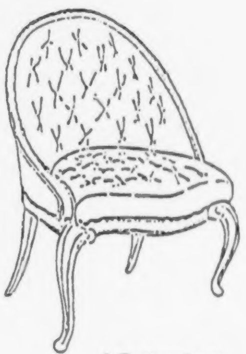
Georgian
Chippendale



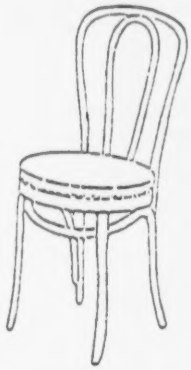
Georgian
Sheraton



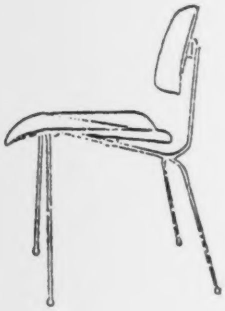
Federal
Duncan Phyfe



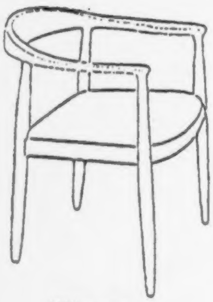
Victorian



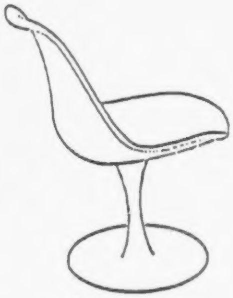
Bentwood
Vienna Cafe



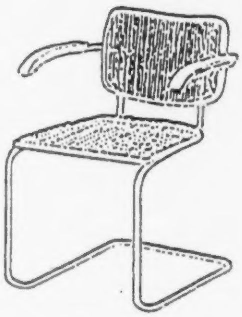
Eames



Wegner



Saarinen



Breuer

FURNITURE STYLES QUIZ

Directions: Fill in the blanks using the information you have learned in class about furniture styles.

1. Had an Oriental influence. ______________________

2. Designer who used "S-Shaped" legs with claws and ball feet.
____

3. Popular in the United States; combines the classic influences with patriotic symbols. ______________________

4. Designer who created furniture to go with the houses he designed.
____

5. Known as the very latest design. ______________________

6. A term meaning "new art." This furniture was based on flower forms.
____

7. A religious group best known for rockers and side chairs.
____

8. A very large and heavy furniture. It is decorated with Napoleon's initials and military symbols. ______________________

9. A designer of graceful chairs. The backs had shields, ovals, and heart shapes.
____

10. Designed according to the guidelines, "form follows function."
____

Buying Guidelines

▲ Furniture is expensive. Most customers want to get the best quality possible for the price paid. Knowledge of furniture materials and construction is essential. Much of furniture construction is hidden, making it important to be informed and educated about the products sold.

Many consumers comparison shop in numerous stores before making their final selections. They look for a combination of merchandise, services, and prices to meet their wants and needs. They often check newspaper advertisements, phone books, and talk with friends who have bought similar items. There are various types of stores that sell home furnishings items, including furniture stores, department stores, discount department stores, warehouse showrooms, mail-order houses, specialty, and unfinished furniture stores.

A ***furniture store*** or ***department store*** often charges higher prices than other stores due to higher operating costs. The personal services make up the majority of these operating costs including interior design services, credit options, delivery, service guarantees, and return privileges including exchanges and refunds. Customers of a furniture store or department store can buy items on the floor (showroom) which are displayed in fully designed room settings, or customers may order from catalogs for custom orders. These types of stores have special sales a few times a year which offer worthwhile savings.

Discount department stores tend to buy in large volumes at substantial savings and are able to sell their merchandise below the manufacturer's suggested retail price. They often carry discontinued models or items that sell easily and quickly, such as accessories and occasional chairs. The retail price typically does not include delivery or any other services.

Warehouse showrooms carry large quantities of furnishings in stock which are instantly available. These furnishings are often displayed in room settings or lined up side by side in long rows. The overhead costs of warehouse showrooms are lower; therefore, they can sell the furniture below the manufacturer's suggested retail price. The furniture is often still in the manufacturer's shipping crate or box. After a customer pays for the merchandise, it can be loaded into the customer's own vehicle or the warehouse may deliver it for an additional charge.

Mail-order catalogs have grown rapidly in the last few years. Companies primarily use catalogs to reach potential customers. For the most part, they do not offer fine handcrafted furnishings, but they offer mass-produced items designed to appeal to a wide variety of buyers. These items are usually good quality furnishings produced by a leading manufacturer but sold under other names.

Buying Guidelines, Cont'd.

Speciality shops usually limit their merchandise to one specific type of furnishing. Examples include computer stores, appliance stores, and bedding stores. They often carry a large selection and the salespeople are knowledgeable about the merchandise.

Unfinished furniture stores usually have a limited stock of unfinished furniture which is partially or fully assembled. They cost less than finished products of similar merchandise. The store may offer to finish the pieces for customers as a service, or the customers can take the pieces as they are and finish them on their own.

Resale Shops or "used" furniture stores offer consumers the opportunity to purchase furnishings at a cost much lower than retail cost. These types of stores often accept furniture from individuals on a consignment basis which enables the store owner to maintain a regular inventory of furnishings without having to shop estate and garage sales. First quality furniture can be found in these shops from individuals who are moving or redecorating.

Interior Design

Furniture Buying Guidelines

Stay within your set spending plan. Watch for furniture sales.

Visit a variety of stores. Check store reliability. Compare cost, appearance, and brand.

Check construction — comfort, sturdiness, matched fabric patterns, smooth drawer and door operation, etc.

Study labels and guarantees and consider maintenance requirements. Ask salespeople to help you.

Buy furniture that could be used in another home.

Buying Furniture Case Studies

Directions: Select one of the situations listed below and develop an immediate and a long-term furniture shopping plan for the described individual(s).

- two friends moving into an unfurnished apartment and away from home for the first time
- a young married couple who has just bought a two-bedroom home
- a single male about to be married
- a married couple, expecting their first child, moving into a three-bedroom rental house
- a parent, recently divorced, who lives in an unfurnished two-bedroom town house with his or her two teenage boys
- an elderly couple who sold their large home and some of its furnishings and moved to a small apartment in a retirement village
- an adult living alone in a two-bedroom apartment
- an adult living alone in a one-bedroom apartment

Immediate Plan	Long-Term Plan

Construction and Maintenance Requirements

▲ Construction and durability are important considerations when selecting home furnishings. The Federal Trade Commission (FTC) developed Trade Practices Rules for the Household Furniture Industry. These rules prohibit furniture manufacturers and dealers from providing false or misleading information about their furniture. Manufacturer's tags and labels are required to include information about materials and construction of their products. These tags and labels cannot be removed by anyone but the consumer. The rules require manufacturers to provide information regarding the types of outer coverings and stuffings used on upholstered furnishings.

Wood furniture descriptions also must follow strict guidelines. Labels must state what a piece is made of whether it is veneer or one type of wood. If a label states that a piece is made of one type of wood, all exposed parts must be made of that wood. The FTC requires that specific terms used must conform to their determined definition. For example, ***solid wood*** means that all exposed wood is of the same solid wood through the entire thickness of the piece. No veneer can be used. ***Genuine wood*** can be veneered with the exposed parts because it is of the same wood.

Labels give the consumer a starting place when selecting furnishings but they do not tell a consumer everything. Case goods should be smooth with no rough spots, protruding nails, or splinters. Stains should be even, and construction should be solid. A person can tell if construction is solid if a dull thud is heard when the panel of a piece of furniture is tapped. If a hollow sound is heard, it is possible that the piece is constructed from thin panels of wood attached to wooden frames.

All working parts should work. Doors should open and shut easily, and they should fit properly and squarely into their frames. Hinges should not squeak and should be properly aligned. The drawers also should be free of surface flaws that might catch on clothes.

Upholstered furnishings should have zippers that work smoothly. The upholstered piece also should be lined underneath. Sitting down and standing up should not be awkward or difficult. Individual springs should not be felt through the cushioning materials.

Customers are interested in selecting the right style of furnishings. There are no set rules for selecting furniture styles other than that they should blend in with the overall design and mood of the room. Carrying swatches of fabrics, paint chips, color samples, or pictures of furnishings already purchased is helpful to both designer and customer. This allows new items to be coordinated with other purchases. Individual pieces do not need to match, but they must blend with other pieces and colors in the room.

Furniture size is important for two reasons. First, it must fit into a prospective home or apartment by its actual dimensions. A piece of furniture that will not fit through a door or hall should not be purchased. Secondly, the pieces should be the appropriate scale for their use and location.

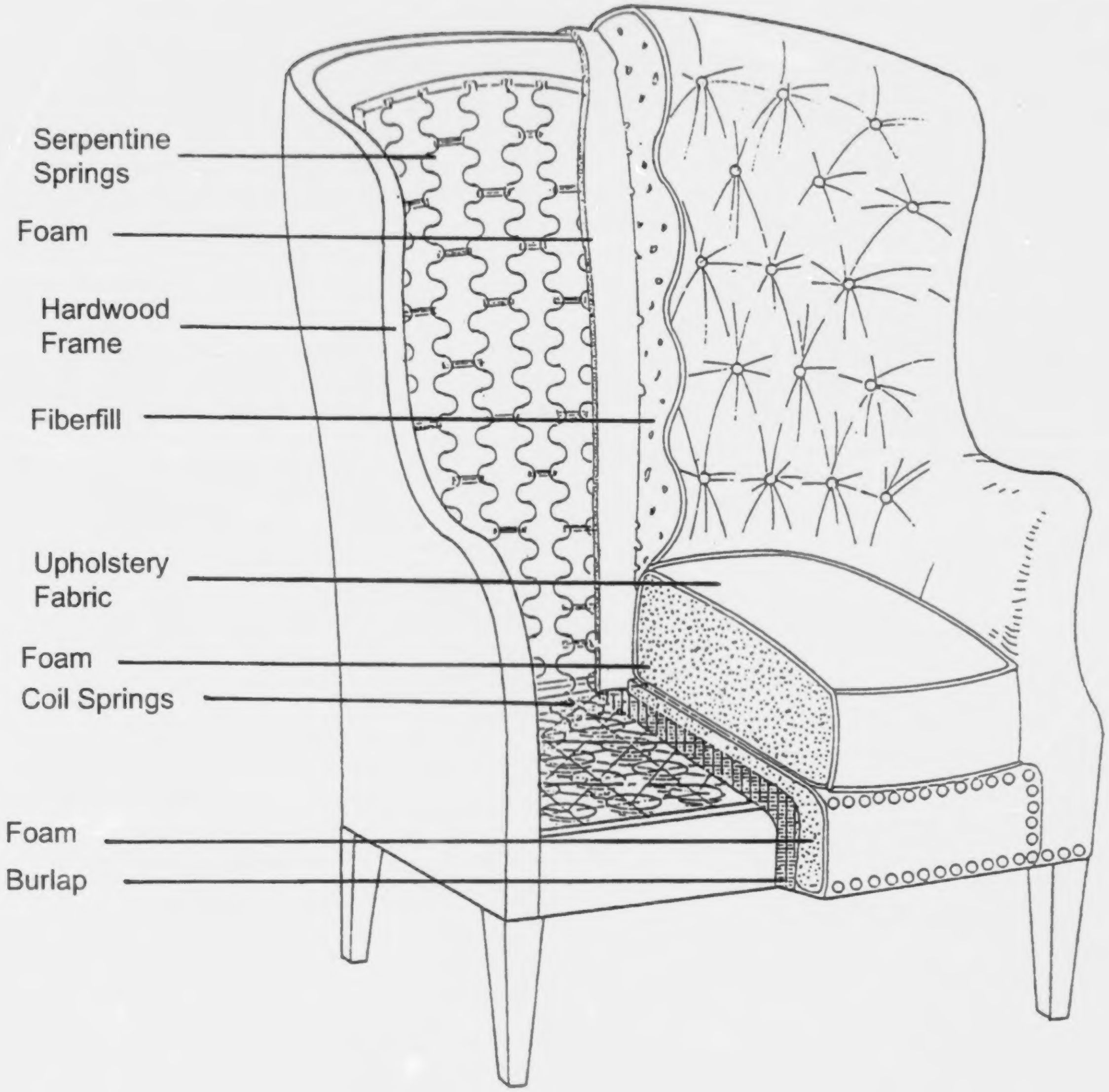
Construction and Maintenance Requirements, Cont'd.

The seat of a chair or sofa should be about fifteen to eighteen inches above the ground or slightly lower than the back of a person's knee. If the seat is too high, a person's feet cannot touch the floor. If the seat is too low, standing and sitting is difficult. A sofa should be long enough for a person to stretch out comfortably if that is one of its purposes. For conversation, a longer sofa may not be suitable.

Furnishings may be in proportion to the overall room in a showroom, but could overpower a small bedroom. Enough room for circulation should be available after all furniture has been arranged in a room. Too many pieces of furniture in a room or pieces that are too large in a room detract from the overall look and use of space.

Maintenance of furnishings is another important aspect of furniture selection. Cleanliness and maintenance requirements should be compatible with a person's lifestyle. Wood furniture requires regular special cleaning and waxing. Upholstered furnishings must be vacuumed and professionally cleaned occasionally. A working couple with small children should select upholstered furnishings that can be cleaned easily. They should select smooth case goods with protective finishes. Plastic, metal, and vinyl furniture surfaces are easily cleaned and resistant to stains. The same couple without children could possibly select plush upholstery and fine wooden pieces with intricate carvings.

Construction of an Upholstered Chair



Furniture Repair

Blemish	What to Use	Step in Repairing
Scratch	Nutmeat Linseed oil	1. Break a nut (such as a pecan, English or black walnut, Brazil or butternut) in half; rub diagonally over the scratch until the scratch darkens. 2. a. Pour boiled linseed oil on a 3/0 steel wool pad: rub the treated pad over the scratch with the wood grain, applying pressure as you rub. b. Wipe the entire surface with a cloth slightly moistened with oil. c. Wipe the surface again with a dry cloth. 3. Rewax the furniture.
Perfume or Alcohol spot	Camphorated oil	1. Wipe off the spilled liquid. 2. Wash the spot with mild soapy water. 3. Rinse and dry the surface. 4. Moisten a cloth in camphorated oil. Rub the spot lightly. 5. Wipe off the excess oil. 6. Wax the surface.
Burn (This procedure should only be done by an experienced professional.)	Naptha Fine steel wool (3/0) Sandpaper (6/0) Nutmeat Linseed oil Fresh iodine (for brown color) Stick shellac Spatula or knife	1. Scrape the burned area with a sharp knife. 2. Remove dust and scrapping. 3. Dip a cotton swab in naptha and clean the burned area. 4. Wrap steel wool around a small pointed stick. Go over the burned area only. 5. Clean the area. 6. Rub area again with sandpaper. 7. Apply a stain to color the wood. Allow the stain to dry. 8. Heat a knife in a smokeless flame. With hot knife scrape the shellac from the stick to fill the burned area. Smooth the area down to the edge of the knife. 9. Sand the treated area carefully. 10. Buff the surface to restore the original shine.
Bloom (grayish color)	Warm water Vinegar	1. Wet a soft cloth with warm water and vinegar mixture (1 pint of water with 1 1/2 teaspoons vinegar). Squeeze out the excess water. 2. Rub the dampened cloth over the furniture surfaces. 3. Dry the surface with a soft cloth.

Furniture Repair, Cont'd.

Blemish	What to Use	Step in Repairing
White spots or rings (left by hot dishes, water, or alcohol)	Ashes Steel wool (3/0) Lightweight oil Table salt Household ammonia	1. Use the simplest remedies first, then try more drastic means if necessary. 2. a. Dust ashes over the spot or ring. b. Dip a 3/0 steel wool pad or cloth into a lightweight oil. Then rub the area lightly with the grain of the wood. c. Apply oil lightly to the entire surface to prevent spotting. 3. a. Dip your finger into lightweight oil and then into common table salt. b. Rub the spot with the mixture. (You may need to do quite a bit of rubbing. 4. This method is especially good for a varnished surface. a. Dip a cloth in clear water, wring the cloth out, and then moisten the cloth with a very small amount of household ammonia. b. Rub the spot with the cloth.

*Note: Extreme caution and safety practices should be followed with all procedures involving furniture repair so as to protect individuals from harm and reduce risk of further damage to the furniture.

The Process for Selection of Appliances

- **Consider present and future needs.**
  Will the family increase or decrease in size?

- **Consider costs.**
  Shop around and compare prices. Consider delivery, installation, and energy costs.

- **Consider style, color, and features.**
  The style and color should fit the overall design of the room. Consider features that make the appliance easy to use. Who will use the appliance? Think about tasks you need the appliance to perform.

- **Consider size and space allocations.**
  Will the appliance fit into a smaller space if you move? Do right or left hand door openings or front-load or top-load washer doors make a difference?

- **Consider safety features.**
  Does the appliance carry the Underwriter's Laboratory seal (UL) or the seal of the American Gas Association (AGA)? Does the appliance have the proper connectors? (120 volt major appliances should have a three-prong plug.)

- **Consider the quality of the appliance.**
  Check the construction of the appliance and select manufacturers with a good reputation for product quality. What about service for maintenance and repairs? What type of warranty is included in the purchase price?

Words for Wise Consumers

Directions: Use references and resources to define the following terms related to selection of appliances. Write the definition in the space provided for each term.

1. appliance

2. bottom-mount freezer

3. continuous cleaning oven

4. convection oven

5. EnergyGuide label

6. full warranty

7. guarantee

8. induction cooktop

Words for Wise Consumers, Cont'd.

9. limited warranty

10. microwave oven

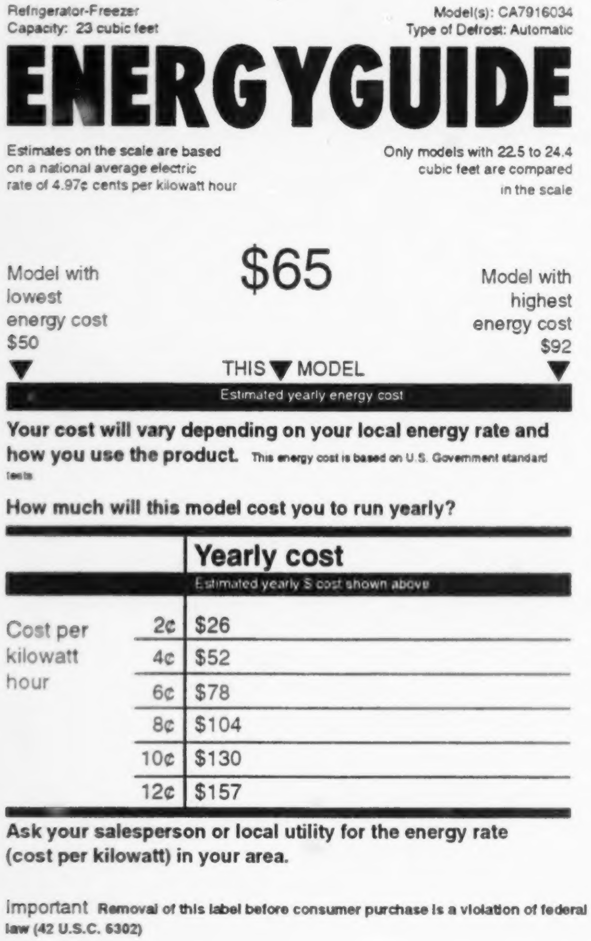
11. seal of approval

12. self-cleaning oven

13. top-mount freezer

14. warranty

UNDERSTANDING ENERGYGUIDE LABELS



Refrigerator-Freezer
Capacity: 23 cubic feet

Model(s): CA7916034
Type of Defrost: Automatic

ENERGYGUIDE

Estimates on the scale are based on a national average electric rate of 4.97¢ cents per kilowatt hour

Only models with 22.5 to 24.4 cubic feet are compared in the scale

Model with lowest energy cost $50

$65

Model with highest energy cost $92

▼ THIS ▼ MODEL ▼

Estimated yearly energy cost

Your cost will vary depending on your local energy rate and how you use the product. This energy cost is based on U.S. Government standard tests.

How much will this model cost you to run yearly?

		Yearly cost Estimated yearly $ cost shown above
Cost per kilowatt hour	2¢	$26
	4¢	$52
	6¢	$78
	8¢	$104
	10¢	$130
	12¢	$157

Ask your salesperson or local utility for the energy rate (cost per kilowatt) in your area.

Important **Removal of this label before consumer purchase is a violation of federal law (42 U.S.C. 6302)**

Sale!
23 cubic ft.
Refrigerator - Freezer
$799.00

$25 delivery charge

- Based on a cost of 4.97¢ per kilowatt hour (national average cost of electricity), this refrigerator-freezer model would cost $65 per year for electricity.
- If the cost of electricity in the community is 6¢ per kilowatt hour, this model would cost $78 per year for electricity.
- To figure the cost of this appliance, add the following figures:

$799.00	**price of appliance**
25.00	**delivery charge**
+975.00	**electricity costs for 15 year expected life of the appliance**
$1799.00 =	**True total cost of owning and operating this appliance**

COMPARING ENERGY COSTS

Range #1: $899

Electric Range Model(s): GM00102180

ENERGYGUIDE

Estimates on the scale are based on a national average electric rate of 4.97¢ cents per kilowatt hour

Only models with 22.5 to 24.4 cubic feet are compared in the scale

Estimated Kwh used yearly: ____________.

$47

Model with lowest energy cost $35 ▼

THIS ▼ MODEL

Model with highest energy cost $88 ▼

Estimated yearly energy cost

Your cost will vary depending on your local energy rate and how you use the product. This energy cost is based on U.S. Government standard tests.

How much will this model cost you to run yearly?

		Yearly cost
		Estimated yearly $ cost shown above
Cost per kilowatt hour	2¢	
	4¢	
	6¢	
	8¢	
	10¢	
	12¢	

Ask your salesperson or local utility for the energy rate (cost per kilowatt) in your area.

Important **Removal of this label before consumer purchase is a violation of federal law (42 U.S.C. 6302)**

Range #2: $749

Electric Range Model(s): GM00102180

ENERGYGUIDE

Estimates on the scale are based on a national average electric rate of 4.97¢ cents per kilowatt hour

Only models with 22.5 to 24.4 cubic feet are compared in the scale

Estimated Kwh used yearly: ____________.

$73

Model with lowest energy cost $35 ▼

THIS ▼ MODEL

Model with highest energy cost $88 ▼

Estimated yearly energy cost

Your cost will vary depending on your local energy rate and how you use the product. This energy cost is based on U.S. Government standard tests.

How much will this model cost you to run yearly?

		Yearly cost
		Estimated yearly $ cost shown above
Cost per kilowatt hour	2¢	
	4¢	
	6¢	
	8¢	
	10¢	
	12¢	

Ask your salesperson or local utility for the energy rate (cost per kilowatt) in your area.

Important **Removal of this label before consumer purchase is a violation of federal law (42 U.S.C. 6302)**

Directions: Answer the following questions using the EnergyGuide labels shown here.

> **Key Question:** How long will it take the more expensive energy-efficient model to pay for itself through lower energy costs? ______________________________

1. Figure the difference in the purchase price of the two ranges.
   $__________________
2. Figure the difference in the estimated energy cost for the two ranges.
   $__________________
3. Divide the difference in the purchase price by the difference in the energy costs. The resulting figure is equal to the number of years it will take the more expensive model to make up the difference in energy cost savings. Enter the number in the key question box above.

Answer Key: COMPARING ENERGY COSTS

Range #1: $899

Electric Range
Model(s): GM00102180

ENERGYGUIDE

Estimates on the scale are based on a national average electric rate of 4.97¢ cents per kilowatt hour

Only models with 22.5 to 24.4 cubic feet are compared in the scale

Estimated Kwh used yearly: 946

$47

Model with lowest energy cost $35
▼

THIS ▼ MODEL

Model with highest energy cost $88
▼

Estimated yearly energy cost

Your cost will vary depending on your local energy rate and how you use the product. This energy cost is based on U.S. Government standard tests.

How much will this model cost you to run yearly?

		Yearly cost Estimated yearly $ cost shown above
Cost per kilowatt hour	2¢	$ 18.92
	4¢	$ 37.84
	6¢	$ 56.76
	8¢	$ 75.68
	10¢	$ 94.60
	12¢	$113.52

Ask your salesperson or local utility for the energy rate (cost per kilowatt) in your area.

Important **Removal of this label before consumer purchase is a violation of federal law (42 U.S.C. 6302)**

Range #2: $749

Electric Range
Model(s): GM00102180

ENERGYGUIDE

Estimates on the scale are based on a national average electric rate of 4.97¢ cents per kilowatt hour

Only models with 22.5 to 24.4 cubic feet are compared in the scale

Estimated Kwh used yearly: 1469

$73

Model with lowest energy cost $35
▼

THIS ▼ MODEL

Model with highest energy cost $88
▼

Estimated yearly energy cost

Your cost will vary depending on your local energy rate and how you use the product. This energy cost is based on U.S. Government standard tests.

How much will this model cost you to run yearly?

		Yearly cost Estimated yearly $ cost shown above
Cost per kilowatt hour	2¢	$ 29.38
	4¢	$ 58.76
	6¢	$ 88.14
	8¢	$ 117.52
	10¢	$146.90
	12¢	$176.28

Ask your salesperson or local utility for the energy rate (cost per kilowatt) in your area.

Important **Removal of this label before consumer purchase is a violation of federal law (42 U.S.C. 6302)**

Directions: Answer the following questions using the EnergyGuide labels shown here.

Key Question: How long will it take the more expensive energy-efficient model to pay for itself through lower energy costs? 5 yrs. 9 months

1. Figure the difference in the purchase price of the two ranges.
   $ 150.00
2. Figure the difference in the estimated energy cost for the two ranges.
   $ 26.00
3. Divide the difference in the purchase price by the difference in the energy costs. The resulting figure is equal to the number of years it will take the more expensive model to make up the difference in energy cost savings. Enter the number in the key question box above.

BEST COPY AVAILABLE

Reading a Warranty

1. What is the name of the appliance?
2. Who is the manufacturer?
3. Is there a telephone number for the manufacturer's customer service department? If so, what is it?
4. What are the hours of operation for the customer service department?
5. How long does the warranty last?
6. Are all parts of the equipment under warranty for the same length of time? Explain.
7. What is the buyer's first obligation in fulfilling the terms of the warranty?
8. Can the appliance be repaired in the home or office or does it need to be sent to the manufacturer for repair?
9. Is there a repair office near your town or city? Where?
10. Would you feel comfortable purchasing this appliance based on the information from the warranty?

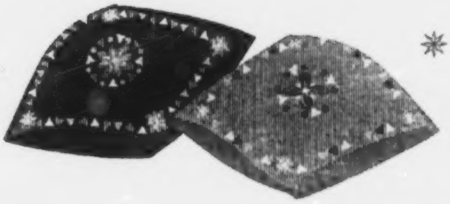
Appliance Time Line

1859	One hundred American families owned gas ranges.
1908	The electric range and electric dishwasher were introduced.
1914	The electric refrigerator was introduced.
1937	The automatic clothes washer was introduced.
1952	The automatic ice maker was developed.
1954	Colored appliances were introduced.
1955	The microwave oven was introduced.
1957	Wash and wear cycles were introduced on washers and dryers.
1958	Automatic ice makers were introduces for freezers and refrigerators.
1963	Self-cleaning ovens were developed.
1967	The counter top microwave oven was introduced.
1969	Trash compactors for the home were introduced.
1985	Computer-measured and controlled temperatures and automatic defrosting became available in refrigerators and freezers.
Late 1990s	• Electronically controlled temperatures maintenance for refrigerators • Dish drawer dishwashers: two totally independent drawers for customized dishwashing • Electronic touch ceramic cooktops • Ovens that cook with light (Advantium™ technology, Flashbake™, etc.)

21st century forecast

- Voice-activated oven with technology that recognizes and responds to voice commands, understands 250 regional accents, and can learn new languages. Consumers tell the oven what they are preparing and it will determine the proper cooking time and temperature and offer cooking tips.
- A Web-enabled refrigerator with a wireless pad. It has a bar code scanner which allows users to build a shopping list, take a food inventory, and alert them to foods they may be allergic to.
- A microwave oven with a bar code scanner will enable consumers to wave a package of food in front of the scanner and the microwave automatically sets the cooking time and power. Its wand scanner will also allow users to take a food inventory anywhere in the kitchen.

Types of Accessories

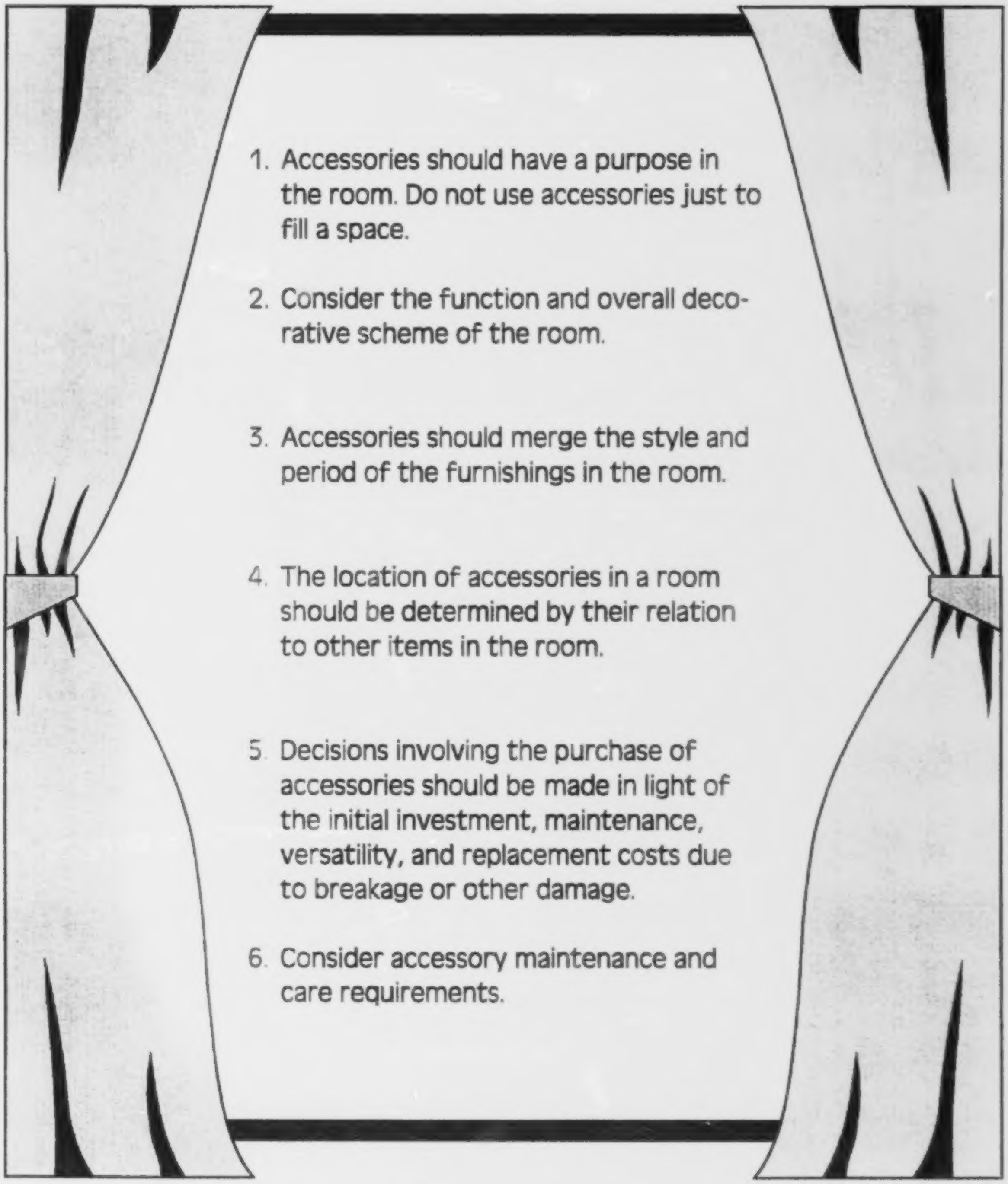


- baskets
- books/bookends
- bowls/plates
- candlesticks/candles
- clocks
- collectibles
- lamps
- photographs
- pillows
- plants or floral arrangements
- sculptures
- souvenirs
- trophies
- vases
- wall hangings (pictures, paintings, mirrors, needlework, plaques, display shelves)

TA 62
TEKS 7B

Interior Design

Criteria for Selection of Accessories



1. Accessories should have a purpose in the room. Do not use accessories just to fill a space.
2. Consider the function and overall decorative scheme of the room.
3. Accessories should merge the style and period of the furnishings in the room.
4. The location of accessories in a room should be determined by their relation to other items in the room.
5. Decisions involving the purchase of accessories should be made in light of the initial investment, maintenance, versatility, and replacement costs due to breakage or other damage.
6. Consider accessory maintenance and care requirements.

Art Terms

Oil paintings are paintings done with oil paint on a canvas or other specially prepared board. Colors are mixed in oil and sometimes varnished. People began painting with oil paint in the fifteenth century.

Watercolors are paintings done with colors that are mixed with water and applied to paper.

Drawings are pictures done with pen, pencil, felt brush, charcoal, or any other drawing instrument. Drawings are relatively inexpensive.

Prints refer to mass-produced color or black and white copies of an artist's original work. Limited editions refer to limited copies signed by the artist. Prints enable a larger number of people to own work by a good artist at a reasonable price.

▲ Large, boldly designed pictures can stand by themselves as centers of interest. Personal taste and cost determines whether a person uses originals or reproductions. The following are some art styles from which a person can select.

Classical styles or **traditional styles** are the oldest forms of painting often applied to works of artists, such as Leonardo da Vinci and Rembrandt.

Impressionist style is a form of painting that is concerned with effects of light which retain the objective nature of a setting without copying the scene.

Abstract styles include paintings that radically exaggerate traditional forms.

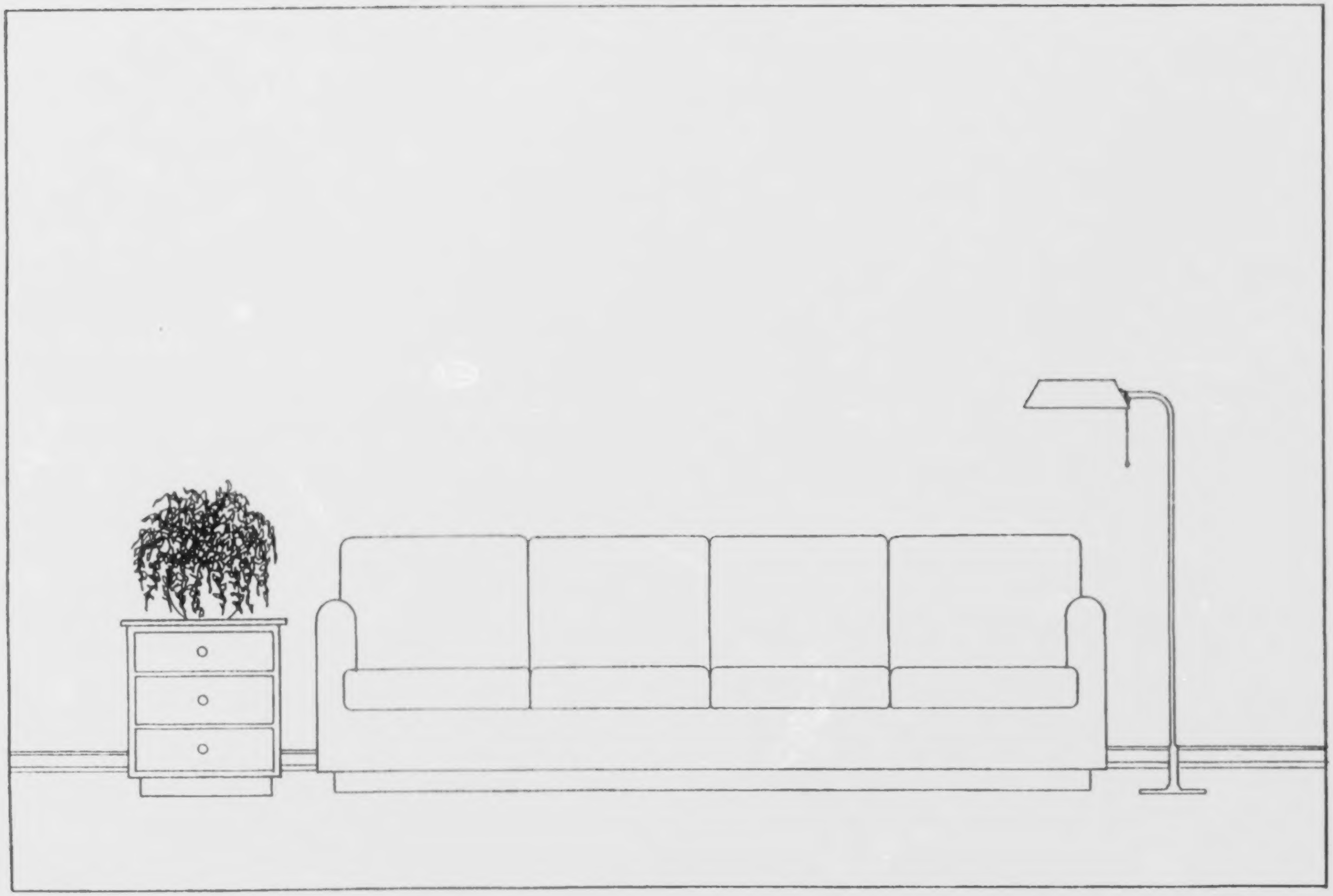
Surrealism is the painting of fantasy or an interpretation of a dream world.

Objective style is the painting of subject matter handled with realism.

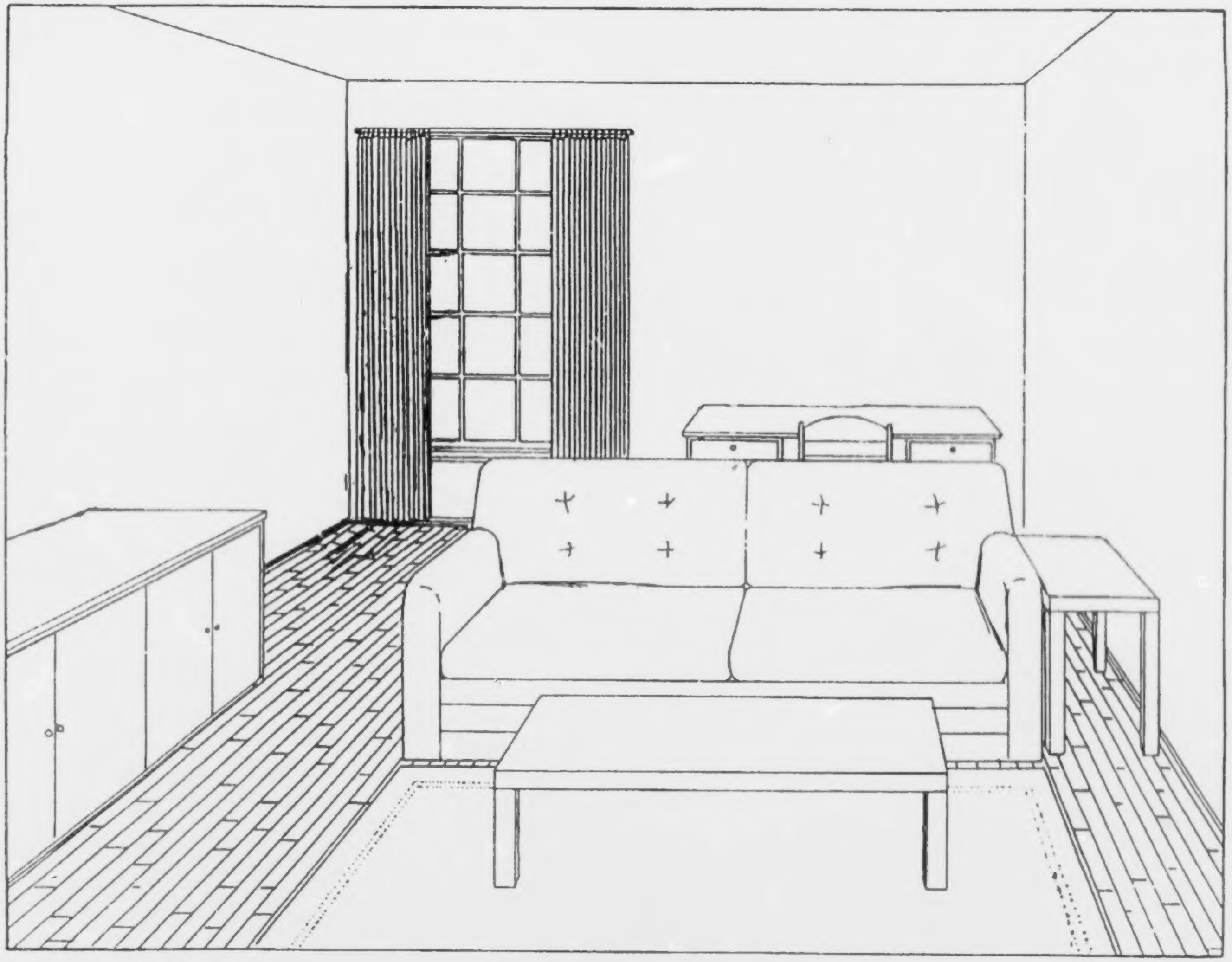
Guidelines for Arranging Accessories

1. Choose accessories that reflect the individual, family, organization, or business.
2. Have a plan or idea of the total feeling the individual, family, organization, or business want to express.
3. As the mood and/or taste changes, change or vary accessories.
4. Keep the color scheme in mind — accessories should balance the scheme not determine it.
5. Accessories can add needed texture variety to a setting.
6. Accessories can add needed line variation to setting.
7. Consideration should be given to proportions before placing an object.
8. Accessories can be combined in a variety of ways if attention is paid to factors, such as scale, line, visual weight, shape, texture, and color.

Wall Arrangements



Accessorizing a Room



TA 67
TEKS 8A

Career Terms and Concepts

Directions: Define the terms and concepts below.

1. advancement potential
2. career
3. compensation
4. entry level
5. experience
6. fringe benefits
7. hours
8. job
9. letter of application
10. part-time job
11. permanent position
12. professional
13. qualifications
14. resumé
15. salary
16. self-starter
17. semi-skilled
18. shift
19. skilled
20. wages

TA 68a
TEKS 8A *Interior Design*

Completing Job Applications

▲ The application is usually distributed by a receptionist or a secretary.

▲ You may be instructed to fill out the application immediately or take the application and bring it back when completed. Since you do not know which, be prepared!
- Be neatly dressed.
- Have paper or card with complete history and references.

▲ Filling out an application form is another chance for making a good impression on a potential employer.
*Make the application appear neat and professional.

Guidelines for the Application Form

- Before filling out the application, read all directions and items on the form. **Follow instructions carefully**.
- If not specified, type the application if possible.
- If handwritten, write or print clearly.
- Use black ink for filling in responses.
- Take two pens of the same color and kind in case one does not write.
- Do not ask the receptionist or secretary for a pen.
- Be complete and answer every question. If a question does not apply, write N/A or draw a line to show that the question was not overlooked.
- Be accurate and carefully read the question before filling in the response. This helps avoid mistakes.
- Be sure spelling is correct. Take along a pocket size dictionary if needed.
- Include as much information as possible on each question – especially those questions concerning education, work experience, training, or anything that has contributed to job skills.
- Be honest about all information on the application. Employers will find out the truth, and if it is after the fact, dismissal could occur.

Completing Job Applications, Cont'd.

- Although a resumé usually repeats some information contained on an application, it is appropriate and suggested that a resumé be turned in with the application.
- When turning in the application and/or resumé, the receptionist or secretary should be thanked for his or her time and assistance. Be pleasant!

Sample Job Application

DIRECTIONS: Complete this job application form as completely, neatly, and accurately as possible.

General Information

Date: ____________ Last Name: ____________ First Name: ____________ MI: ________
Home Phone: ________________ Street Address: ______________________
City: ________________ State: ____________ Zip: __________
Social Security Number: ____________________

Name of someone who can be contacted in the case of an emergency: ______________________
Phone Number: _______________

Employment History

From: ____________ To: ____________
Employer: ________________________
Address: ________________________
Supervisor's Name: ____________________
Duties Performed: ____________________
____
____
Reason for Leaving: ____________________

From: ____________ To: ____________
Employer: ________________________
Address: ________________________
Supervisor's Name: ____________________
Duties Performed: ____________________
____
____
Reason for Leaving: ____________________

Education

Name of School: ____
Address: ____
Date of Graduation: ____
Degree/Diploma Received: ____

Other Information

List any awards, special talents, or interests you have.
____
____

List the names, addresses, and phone numbers of three references (not related to you):
1. ____
2. ____
3. ____

Date Available for Employment: ____
List skills and training in which you have experience. ________________________________
____
____

Conduct on the Job

- Report to work on time.
- Take only the specified amount of time for lunch or break.
- Keep an open mind; be willing to work hard and learn.
- Keep desk, locker, break room counter, work area, and self neat.
- Obey rules of the company.
- Use good manners.
- Have a good attitude; be helpful and cheerful.
- Avoid gossiping.
- Be honest.
- Pay attention to details of work.
- Be supportive of employer, program, industry, and profession.
- Assume initiative.
- Be innovative.
- Look for ways to improve business.
- Keep lines of communication open.
- Obey professional ethics.

Terminating Employment

◆ There are many reasons to **terminate**, or leave, a job. Sometimes employees have good reasons for leaving a job; however, often decisions to terminate employment are made hastily and without using sound judgement and decision-making skills. The decision to terminate a job should be made very carefully. When an individual decides to leave a job, he or she should try to leave on good terms with the employer.

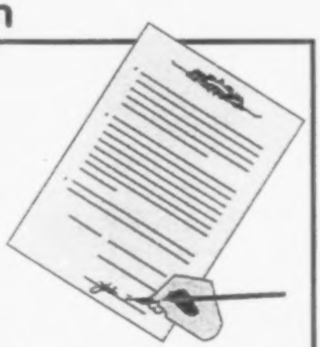
Guidelines for positive termination include the following:

- A notice of intent to leave a job should be given to the immediate supervisor.
- A letter of resignation (a written notice) is preferable and should be prepared if required by company policy.
- Notice of termination should be given soon enough for the employer to find a replacement by the time the job is vacated, if possible.
- It is customary to give at least a two week notice; a four week notice is preferable if paid once a month.
- It is important to keep copies of all correspondence related to employment and termination.

Writing a Letter of Resignation

Tips for writing a letter of resignation include the following:

- State the exact date which you expect to be your last day of employment.
- Thank the employer for his or her help during your employment with the company.
- Give a brief explanation of why you are leaving, unless it is not appropriate due to a dispute, disagreement, etc.
- Write the letter in a business format. Be neat and sincere.



Nonverbal Communication

- Loyalty
- Interest
- Willingness
- Enthusiasm
- Optimism
- Cooperation
- Agreement
- Confusion
- Uncooperative
- Criticism
- Impatience
- Carelessness
- Indifference
- Disrespect
- Laziness
- Boredom
- Disagreement

Scenario

▲ The client has ordered a dining room table for his/her new house. The old one was sold before the move. The client was told by the designer that the dining room table would be in no later than October 20. The client is hosting a business dinner in his/her home on October 25.

The designer learns on October 15 that the factory is running behind on their orders and will not have the client's table ready for shipment until October 22. It will take ten business days for shipment — putting the table at the store on November 1 — after the client's business dinner. They can ship the table overnight, but it will cost and additional $250, a cost that will be passed on to the client if he/she still desires the table by the 25th of October. The designer relays this information to the client. The client is not happy and tells the designer to cancel the order.

The designer relays this information to the owner. The owner knows the client and also knows that the client has ordered quite a bit of furniture from the store in the past. The owner also knows that the client could possibly order more furniture for his/her new house. The owner tells the designer to relate to the client that the store will cover the $250 overnight shipping. The designer tells the client of the owner's decision and the client is very happy. The table arrives on the 24th of October and is delivered. When the designer receives his/her paycheck at the end of the month, he/she notices a $250 deduction. When the owner is questioned, the owner says the designer was charged for the overnight shipping on the dining room table.

Directions: Prepare a creative role play using this scenario as a prompt. Develop an ending as a conclusion to the story and perform your play for the class demonstrating the use of conflict resolution, negotiation, teamwork, and leadership skills.

Teamwork

◆ Some key principles of teamwork include the following:

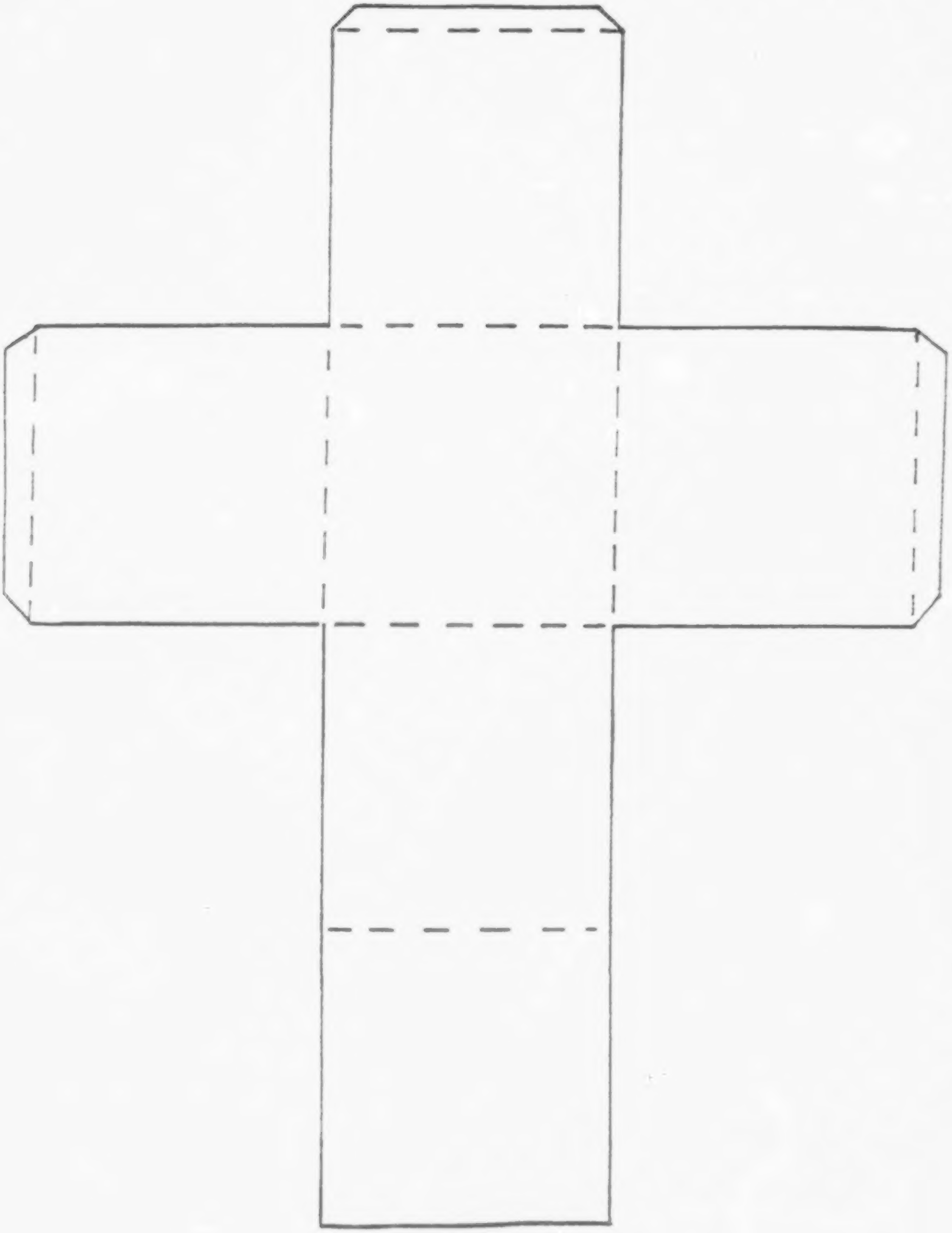
- shared responsibilities
- cooperation
- acceptance of responsibilities
- consideration of others
- positive attitude
- view accomplishment of team goal as primary
-
-
-
-

Leadership

▲ Some key principles of leadership include the following:

- respect, relate, and work well with others
- set goals and work toward accomplishing them
- communicate effectively
- share the work
- delegate responsibilities
- demonstrate enthusiasm
- possess negotiation and conflict resolution skills
-
-
-
-

Factory Exercise



TA 76
TEKS 9A *Interior Design*

Job Profile

Directions: Use this form to record responses to your interview with an interior design professional.

Job title ______________________________ Employer _______________

Location ____

Requirements:

Education ____

____

Experience ____

____

Technical training ____

____

Innate skills and abilities _______________________________________

Benefits:

Advancement potential ____

____

Fringe benefits from company or available in the industry (through processional organizations, etc.) ____

____

Prestige ____

____

Job security ____

____

Creative aspects ____

____

Personal satisfaction ____

____

Other ____

____

____

____

Goals

Goals — the aims you are trying to reach or the things you want to achieve

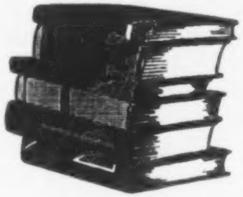
Long-term goals — goals that may take months, a year, or many years to reach

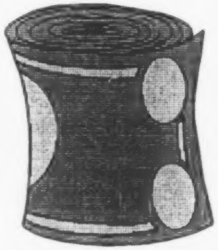
Short-term goals — goals that may be met in a few hours, days, weeks, or months

Types of Resources

Internal

- aptitudes and abilities
- creativity
- determination
- energy
- enthusiasm
- knowledge
- skills
- talents
- time
-
-
-





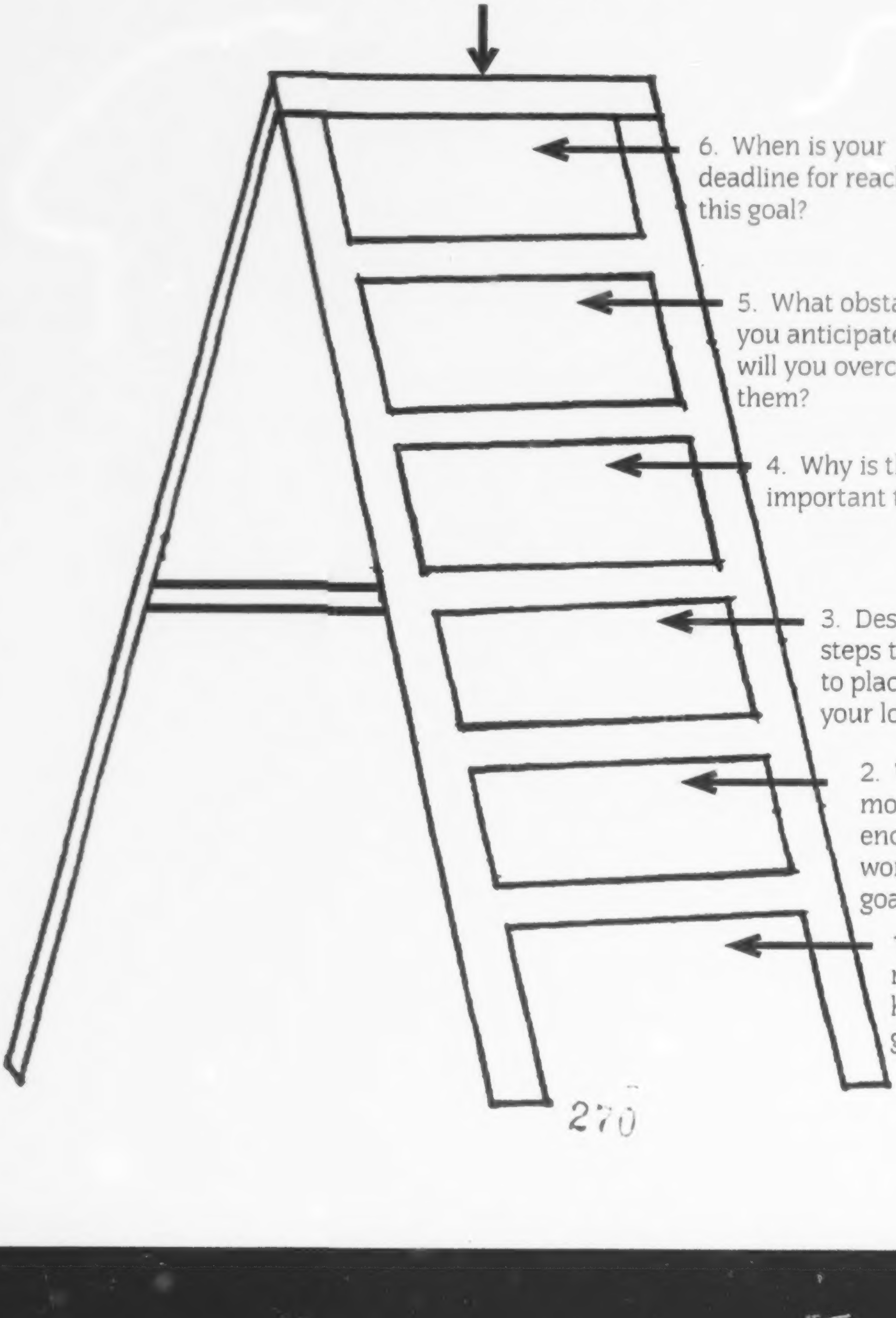
External

- food
- clothing
- community
- family
- friends
- teachers, experts in the field of study
- school
- money
-
-
-
-

Reaching Your Career Goals

Directions: Write your responses to the questions in the space provided.

Write your long-term career goal here.



6. When is your deadline for reaching this goal?

5. What obstacles do you anticipate? How will you overcome them?

4. Why is this goal important to you?

3. Describe some steps that are needed to place you closer to your long-term goal.

2. Who is a role model for you that encourages you to work toward your goals?

1. List at least three resources that can help you reach this goal.

Career Concentration: Environmental Design

Examples of Career Opportunities

ENTRY
High School Diploma

- Color Consultant
- Draftsperson
- Furnishings, Sales Associate
- Housekeeping Aide
- Interior Design Aide
- Showroom Assistant

TECHNICAL
Postsecondary Education

- Associate Manufacturer's Representative
- Display Designer
- Draftsperson
- Drapery/Upholster Estimator
- Flooring Designer
- Furniture Designer
- Housekeeping Instructors
- Interior Design Assistant
- Interior Designer Photographer
- Journalist for Interiors
- Photo Stylist
- Textile Designer
- Window Treatment Designer

PROFESSIONAL
College / University Graduate

- Equipment Specialist
- Facility Management
- Family and Consumer Sciences Educator
- Family and Consumer Sciences Extension Educator
- Free-lance Consultant
- Furnishings Buyer
- Furnishings Sales Manager
- Government Agency Worker such as in:
    - General Services Administration
    - VA Hospitals
- Illustrator/Renderer
- Interior Designer
- Lighting Designer
- Manufacturer's Representative
    - Contract/Residential, Textile Products/ Artwork and Accessories; (Sales Manager/Associate, Public Relations, Customer Services, Showroom Manager, Marketing Specialist, Buyer)
- Set Designer
- Specialty Designer for:
    - Aircraft, Yachts/Boats, Recreational Vehicles, Kitchens/Baths, Restaurants, Hotels, Museums, Healthcare Facilities, Mobile Homes/Manufactured Housing, Retail, Residential, Offices, Schools

Career Factors That Impact Family Life

- Income level
- Employee benefits
- Workplace policies supportive of families
- Work hours and amount of flexibility
- Work demands and level of work-related stress
- Degree of personal job satisfaction
- Travel required in the job
- Job mobility (likelihood or frequency of relocation)
- Job security
-
-
-
-

The Effects of Careers and Work on The Family

Directions: Analyze the possible effects of careers on family life by completing the items below.

- ➛ The three things I think are most valuable in a career are . . . .
- ➛ These things influence career choices because . . . .
- ➛ I would describe an ideal work setting as . . . .
- ➛ Three ways individuals benefit from the salary/earnings in a career are . . . .
- ➛ The way personal satisfaction from a career affects family life is . . . .
- ➛ A career affects family life most by . . . .
- ➛ A career that involves travel affects family life by . . . .
- ➛ A career that requires mobility affects family life by . . . .

The Occupational Health and Safety Act . . . in brief

▲ Management's responsibilities include the following:

- providing a safe facility for employees and customers
- establishing safety rules and procedures
- providing employees with safety training
- enforcing safety rules and regulations
- providing fire extinguishers and first-aid kits

▲ Employee's responsibilities include the following:

- observing safety rules and procedures
- maintaining safety standards to prevent accidents
- identifying and reporting hazards
- knowing the location and use of emergency equipment
- knowing emergency procedures and escapes routes

Safety in the Workplace

SAFETY IN PHYSICAL SURROUNDINGS

Most accidents are caused by negligence, carelessness, thoughtlessness, or ignorance. They are a result of unsafe conditions or unsafe acts. Unsafe conditions should be corrected or reported as soon as they are observed. When an unsafe condition exists, warning signs should be posted to alert others until the condition can be remedied. Unsafe acts occur when workers are not alert, are in a hurry, or do not know or follow the rules. Some workers may appear to be accident-prone. ***Accident-prone*** describes people who tend to have more accidents than others. Their accidents may be caused by carelessness or a lack of physical coordination.

Fatigue can cause accidents. ***Fatigue*** is weariness caused by labor or exertion. Its cause may be physical, mental, or emotional. ***Physical fatigue*** results from heavy work or physical activity. Interior design employees may feel physical fatigue from standing, walking, or lifting and moving furniture or accessories. ***Emotional fatigue*** or ***mental fatigue*** may result from a person's feelings about his or her self, job, or personal life. When people experience bad feelings about themselves or others, they are likely to feel tired and more likely to have accidents. Fatigue can be avoided by practicing the following guidelines:

- Get plenty of sleep and rest. Periodic rest breaks are best.
- Eat a well-balanced diet.
- Develop good working relationships with co-workers.
- Use time and energy-saving work methods.
- Try to leave personal problems at home.

There are ten general rules of safety listed below. An interior design employee should follow them as closely as possible. Following these rules may help prevent a serious accident or injury.

1. Report unsafe conditions immediately. Safety is everyone's business.
2. Remove items from pathways and clean up spills on floors. Use common sense.
3. Report all injuries, no matter how slight. Get immediate first aid.
4. Watch for dangerous conditions at all times.
5. Walk, do not run, especially in halls or on stairs. Always stay alert.
6. Look through windows in swinging doors to make certain that the path is clear before opening the doors. If there is no window, open the door carefully and slowly.
7. Report all defective equipment. Be certain that instructions and operating techniques are clear before attempting to operate any equipment.
8. Avoid horseplay at all times. Injury can result from carelessness.
9. Repair small breaks in tile or other floor covering to prevent someone from tripping.
10. Strategically place furniture on rugs so that the corners do not stick out in an aisle over which a person could trip.

Safety in the Workplace, Cont'd.

Workroom Equipment Safety

The type of equipment used in each area of the interior design workplace varies as the areas of interior design vary. An interior design assistant should be careful when using any type of equipment. An assistant may be asked to use equipment such as sewing machines, glue guns, staple guns, irons, saws, sanding machines, carpet laying equipment, and hand tools like hammers, screwdrivers, and chisels. General guidelines for working with the equipment include the following:

- Never attempt to use an unfamiliar machine without first studying the manufacturer's operation handbook.
- Turn machinery off when changing needles or replacing parts.
- Replace worn parts with identical new ones.
- Keep eyes on the machinery and on work while using the equipment.
- Clean all machinery as recommended in the operator's manual.
- Use hammers carefully to prevent smashed thumbs and fingers.
- Use glue guns carefully to prevent burns.

Electrical and Appliance Safety

Flickering lights or appliances are warnings that an electrical line is overloaded. This may happen quite often in interior design establishments, especially if there are many displays requiring electricity for lamps, cabinets, or spotlights. Displays often require numerous extension cords which are often overloaded. The electrical safety precautions described below should be followed:

- Use a cord in good repair. A worn cord is dangerous and can cause fire or shock.
- Keep lamp and cabinet cords as short as possible. Wind and tie up extra cord and attach the cord to a baseboard or behind a piece of furniture so that no one can trip over it. Do not conceal cords under rugs.
- When using an electrical appliance, always disconnect the cord from the wall outlet before disconnecting the other end of the electrical cord from the appliance.
- Check the maximum wattage allowed by the fixture and abide by it. If the correct wattage for the fixture is not known, use a bulb no larger than sixty watts.

Supply Room Safety Rules

The supply room is one of the most important places to the interior design business. This room must be kept orderly, well stocked, and free of clutter. The supply room can be the store's greatest asset or its greatest disaster. The following are supply room safety rules:

- Never leave equipment on when not in use.
- Keep supply closets orderly. Make sure all items are in place and easy to locate.
- Keep items off the floor.
- Keep cleaning cloths in covered, metal containers.
- Do not reach with bare hands into wastebaskets or utility shelves that cannot be seen.
- Follow all product and manufacturers directions for equipment, supplies, and merchandise.

Safety in the Workplace, Cont'd.

Safety for Stairways and Walkways

Stairways in a interior design establishment require certain safeguards and precautions. The lighting, handrails, and condition of the steps and coverings for all stairways should be checked daily by the manager or another appointed person. Employees should report potential dangers or problems. Figure 1 gives suggestions of what to do and what to look for to maintain safe stairways and walkways.

Safe Stairways and Walkways

- Light switches should be located at both the top and bottom of stairways.
- Handrails should be securely fastened on both sides of the stairway and should always be used when climbing up or going down the steps.
- Carpet should be firmly attached to the steps all along the stairs. Loose or worn carpeting can lead to insecure footing resulting in slips or falls.
- All objects should be removed from stairways. Items should never be stored on stairways.
- Furniture is moved almost daily in a furniture store. All pathways must be clear and wide enough for a sofa, table, or cabinet to pass safely without damaging items in its path.
- All walkways should be free of objects, furniture, or other items that could cause individuals to trip or harm themselves by running into objects

Figure 1

MEDICAL EMERGENCIES

Strains and Sprains

Sprains result in swelling, pain, and weakening of the joint. ***Sprains*** occur when people twist muscles or ligaments. ***Strains*** cause pain and occur when a muscle is overused. People get sprains and strains by lifting improperly, carrying objects improperly, pushing and pulling items, mistaking their strength, being careless, and using arms and legs improperly. If a person can avoid reaching, pulling, and twisting, the number of sore muscles will be reduced. All interior design employees must be aware and practice safety when lifting and moving objects.

When performing any job, a person should use the greatest number of muscles and muscle groups possible. This makes the workload less tiring. For example, it is easier to lift a fifteen pound box with two hands than it is with one hand. Leg and arm muscles are stronger than back muscles. When lifting heavy objects, it is important to use the legs and arms as much as possible to take the load off the back and other weaker muscles. When working on a job near the floor, bend the knees and kneel or squat instead of bending from the waist. This practice keeps a person from straining and tiring back muscles.

Safety in the Workplace, Cont'd.

When moving heavy objects, such as sofas, cabinets, or desks, it is better for a person to push, pull, roll, or slide them rather than to lift and carry them. It is not advisable to push or pull most pieces of furniture because their fragile legs could break or scrape the floor. Most interior design establishments have dollies that are used to move larger pieces of furniture. This practice is better for the employee and the furnishings. If a person must lift or carry objects, he or she should follow the rules. The person should test the object first by lifting one corner. If it feels too heavy, a person has several options from which to choose. These options include the following:

- Ask for assistance.
- Divide the load and make several trips if possible.
- Use a hand truck or dolly for assistance.
- Push or drag the object (depending on what it is).
- Have someone else carry it.

The purpose of knowing how to lift objects properly is to protect the arms and back. It is always important to place the feet about eighteen inches apart for good balance. A person should never lift or carry items that block the vision. A person should grip the object firmly as close to the body as possible and lift by pushing upward with the leg muscles. When lifting and reaching, a person should observe the following rules:

- Use a stable footstool or ladder when possible.
- Stand as close to the object as possible. Keep weight directly over the feet.
- When reaching for an object that is above the head, grab it with palms up, and then lower it.

Reaching too high, too far, or too fast can cause strains even if the object is light. Twisting suddenly pulls the back muscles and can strain them. Instead of twisting the top half of the body, a person should try taking short steps to make the turn.

Chemicals

Various chemicals are used in the interior design and furniture industry. An employer should make sure each employee knows the proper use and safety procedures of each chemical. Cleaning solutions can have very strong cleaning strengths as well as strong fumes. Some cleaning solutions are strong enough to harm bare hands. Gloves may be needed to protect hands. Adequate ventilation also is needed.

Employees should never place or store chemical products within the reach of children or in a location where the container might fall. Employees should read all directions, warnings, and special information on packages and containers labeled as hazardous. ***Hazardous*** means that the chemical could be dangerous to a person's health. ***Poisonous*** means that the chemical is capable of causing death. The law requires that poisonous substances be labeled properly. The antidote or treatment that should be used if a poisonous chemical is swallowed or splashed in the eyes always should be printed on the package. Employees should wear protective clothing and shoes when handling chemicals.

Some products that are safe when used alone can become dangerous when combined with another product. Employees should never mix two or more substances, such as bleach solutions, ammonia,

Safety in the Workplace, Cont'd.

toilet bowl cleaners, rust removers, or other special cleaners. These chemical mixtures could release irritating or harmful gases.

Cuts, Bumps, and Bruises

Cuts, bumps, and bruises can hurt and become infected if they are not cared for properly. These injuries usually result from carelessness. Knowing the proper way to handle trash or waste helps reduce the chance of injury and infection.

Employees should never handle trash with bare hands. The trash could contain broken glass, nails, or other potentially harmful substances. After emptying a wastebasket into another receptacle, employees should use the empty wastebasket to push trash down in the receptacle to make room for more.

Furniture and accessories often arrive at the warehouse in crates that must be dismantled and thrown away. Extreme caution should be exercised during this process. Employees should look for nails, splinters, broken glass, or other objects.

An interior design assistant is likely to use some type of knife whether working in a supply room or warehouse, installing carpet, or opening wallpaper packages. Employees must use common sense to make sure they use, store, and carry knives safely.

- Keep knives and cutting tools sharp and in good condition. Dull knives can be more dangerous than sharp knives when they are used carelessly.
- Do not turn and talk to others or be distracted while handling knives or other sharp tools.
- Do not pick up knives by the blade.
- Never try to catch a falling knife or other sharp tools. Jump out of the way.
- Handle glass and china with care to avoid breaking it and being cut.
- Promptly and safely discard chipped glasses, dishes, and other items as directed by employers.
- Use a broom to sweep up all broken china and glass. Do not use bare hands.
- Protect hands with a cloth or gloves when using steel wool and sandpaper.
- Remove or bend down nails and pieces of metal protruding from barrels, boxes, and boards.

There are certain procedures to remember to treat cuts and bruises. Minor cuts should be cleansed with water and left uncovered unless a dressing is needed to protect the wounds from infections. A health care professional should be consulted to attain further treatment or care for a puncture wound. A tetanus shot may be needed following a puncture wound.

Severe bleeding should be stopped immediately. Shock and loss of consciousness may result from the rapid loss of blood. The wound should be covered with a clean dressing such as a thick pad of gauze or a folded clean cloth. Direct pressure should be applied with the hand. Professional medical care should be sought as soon as possible.

Safety in the Workplace, Cont'd.

Most bruises are relatively small injuries. A cold compress should be applied on the injured area to help prevent additional swelling of tissue and to slow internal bleeding. Seek professional medical care as soon as possible if anything unusual occurs.

Management must keep accident records of all injuries. Written records of accidents should include the name of the person injured, type of injury, date of injury, and location of injury. This information is necessary for OSHA and insurance purposes. It protects the employer and the injured person. Accidents must be recorded regardless of how minor. Even minor injuries can result in permanent damage if ignored.

WEATHER OR DISASTER EMERGENCIES

Every business should plan for weather emergencies and disasters as part of its overall safety program. Business owners or managers should identify the hazards most likely to occur in their particular area and make plans for dealing with them. It also is a good idea for owners and managers to give employees instructions about how to handle those emergencies that are likely to occur. Most interior design businesses have large, front windows containing expensive displays. This merchandise could be damaged in serious weather emergencies. Businesses must be alert to weather conditions and be sure their employees know safety procedures.

Weather Alerts

For any type of severe weather, it is important for employees to stay aware of what is happening. The most common sources of information are news and weather reports on local radio and television stations. A weather radio can be purchased to provide a twenty-four hour weather report.

Tornadoes

Tornadoes are threats in many parts of the country. People's activities do not cease even when conditions are favorable for tornadoes to develop. People continue to work, eat, and shop. All employees should learn emergency procedures for tornado safety because a tornado can strike suddenly.

The National Weather Service issues two types of reports on tornadoes. A **tornado watch** means conditions are favorable for tornadoes to develop. A **tornado warning** means that a tornado has been sighted or located by a weather radar, and persons near the storm should take cover immediately.

Tornado watches and warnings are announced to the public by radio and television stations. Most television stations place a symbol in the corner of the screen. An employee or manager should monitor the radio or television during a tornado watch to obtain continuous weather advisories. This person should warn employees and customers to take cover when necessary.

Each employee should know the safest place for shelter in the store. Safe places include tornado shelters or cellars, underground excavations, and substantial steel framed or reinforced concrete buildings. Windows and structures with wide free-span roofs should be avoided. A person should stand in an interior hallway on a lower floor, preferably in the basement. Radios and television sets should be turned on for weather information, but people are advised not to telephone the weather bureau or other emergency information center.

Safety in the Workplace, Cont'd.

Power Failures

A common problem caused by both fire and severe weather is power failure. Power failure may occur as a result of other causes as well. Every business should have a back-up system or a plan for evacuating customers and employees in the event of a power failure. Panic due to the sudden darkness is the greatest hazard. The chance of panic can be reduced by providing exits that are well-marked and kept clear. Flashlights should be available to provide light in case of a power failure. The use of candles is not advised and could pose a fire hazard, if used. Calm employees who are familiar with evacuation plans should direct customers calmly and safely out of the building.

FIRE SAFETY PROCEDURES

Almost any material can become fuel for a fire including food, cleaning cloths, flammable liquids (grease or cleaning fluids), wood, furniture, and plastics. Fire is always a concern in an interior design business.

Fire can cause death in several ways. Fire consumes the oxygen that people need to breathe. Normal air contains about 21 percent oxygen. The oxygen level drops very rapidly during a fire. If the oxygen level falls below 17 percent, muscle control and clear thinking become difficult. Attempts to escape become irrational. Breathing stops when the oxygen level falls below 6 percent. Brain death occurs after four to six minutes without oxygen.

Fire also produces hot air, smoke, and toxic fumes which can kill. People tend to breathe faster when a fire is near because of the heat, fear, and decreased amount of oxygen in the air. This rapid breathing increases the amounts of poisonous gases inhaled. These gases may impair sight, smell, and reasoning power.

The heat produced by a fire can cause loss of consciousness or even death within several minutes. The human body can only withstand high temperatures for a few moments. High temperatures are those between 150°F and 250°F.

Smoke is probably the major threat to people. Smoke moves quickly. It hampers visibility, obscures light, and blocks vision. Smoke particles irritate the respiratory system, impair sight, and cause coughing and sneezing. Smoke causes difficulty in breathing, seeing, and thinking clearly. It is important to note that where there is smoke there is not necessarily a fire out of control. A smoldering mattress and upholstered furniture produce great amounts of smoke that may be picked up in air-conditioning systems and transported over large areas of the store. Since smoke is warmer than air, it starts accumulating in the ceiling areas and works its way down. The only fresh air left will be at or near the floor. Employees must learn to get on their hands and knees to take advantage of the fresh air that might be available. Smoke eventually gets in the eyes. Eyes can only withstand a certain amount of smoke before they close by reflex. Once the eyes are closed, they will not reopen in a smoke-filled area.

Fire Prevention

Fires can be prevented. Fire is a life-threatening danger to everyone in or near a building. Strict enforcement of fire codes by different governmental agencies shows that fire safety is an important concern. It is imperative that someone be in charge of checking the dates of the most recent inspections of both the fire alarm system and the fire extinguishers. There should be routine in-house inspections to be sure that all equipment is working correctly. Employees and management should recognize fire hazards and correct or report them immediately.

Figure 2 lists many common fire hazards in the interior design industry. These fire hazards should be noted and corrected as soon as possible.

Fire and Smoke Detection

Each employee should know a store's safety procedures in case a fire occurs. All interior design establishments must have some sort of fire alarm or fire detection system. The fire detection system can be a manual system, an approved automatic fire detection system, or an approved automatic sprinkler system that provides protection throughout the building.

When the store is occupied, the system must sound some sort of audible alarm throughout the store so that emergency actions can be started. There also should be some type of public address system that can be used to warn employees and customers of the situation. Employees may check with the supervisor for specific details at each place of employment.

Reporting a Fire

A person should never try to extinguish a fire alone. The supervisor, manager, or other designated person in a particular area should be notified first. The fire department then should be called if necessary. Other employees and customers should be notified immediately.

The fire department will need the following information:

- Address of the business.
- Name of the business.
- Location of fire in the business.
- Size of the fire.
- Caller's name.
- Type of fire.

Fires may be reported by activating a fire alarm, calling the fire department, or pushing a button on a special fire alarm system that notifies the fire department. After turning on the alarm, a person should wait in a safe place for the firefighters to arrive. Someone will need to give them directions and information regarding the fire.

The fire department's telephone number and other emergency numbers should be clearly posted beside each telephone. These numbers are usually given on the inside cover of telephone directories. A person in a community with the service could call 911.

Common Fire Hazards

▲ **Electrical Equipment**
Electrical equipment used incorrectly or in poor condition.

▲ **Combustible Materials**
Combustible materials, such as glue or cleaning solutions, placed near a heat source. Combustible materials are materials that catch fire easily and ignite with an explosive reaction. They also produce fumes which can be ignited from a nearby heat source, such as a gas furnace or lighted match.

Spontaneously combustible materials, such as cleaning cloths, may ignite on their own if stored in tight spaces. If these items are used in interior design facilities, they should be discarded in an outside trash dumpster immediately after use. They should not be stored indoors or placed in indoor trash containers.

▲ **Flammable Material**
Flammable materials are materials that catch fire easily, such as newspapers and empty cardboard boxes. They will ignite easily when touched by a flame or will allow flames to travel through them quickly. They should not be stored in a business or home.

▲ **Matches**
Matches or other fire producing items, such as cigarette lighters, should not be left out. Matches and cigarette lighters used carelessly could cause a fire or burn in upholstered items.

▲ **Fire-producing Equipment**
Fire-producing equipment, such as furnaces, stoves, and water heaters, should be protected. A special effort should be made to keep potential flammable materials away from this equipment.

▲ **Blocked Exits**
Each building should have at least two exits. These exits should never be blocked by furniture, equipment, or trash. All outside exits should be unlocked from the inside and should be clearly marked.

▲ **Inoperative Equipment**
Inoperative equipment for extinguishing small fires should be repaired as soon as discovered. Missing fire extinguishers should be replaced.

Figure 2

Safety in the Workplace, Cont'd.

Moving to Safety

All employees should be familiar with the evacuation plan in case of fire or other emergency. Employers may conduct drills to familiarize employees with safety procedures. Employees should not risk their lives by trying to save personal belongings if an evacuation of the building is necessary. Once a fire starts, it can spread rapidly. Since there usually is little time to get out and much confusion during a fire or other emergency, it is important that each employee be trained to know what to do.

Extinguishing Fires

A fire can start when a flammable substance, heat, and oxygen come together in proper amounts. A fire can spread rapidly in a furniture store. Removing any one of the three substances will extinguish the fire or prevent it from starting. A fire must have oxygen, fuel, and heat to burn. Almost any material can become fuel for a fire including food, cloth, flammable liquids, wood, furniture, and plastics. A small fire in an ashtray or a pan may be extinguished without much danger. A larger fire is not as easily extinguished. To extinguish a fire, one of the three essential ingredients must be removed.

There are basically three types of fires. They include class A, B, and C fires. Each type of fire must be extinguished in a different way.

Class A Fire – This is the most common type of fire and occurs in wood, paper, textiles, and rubbish. This fire requires the cooling and soaking effects of water. Water should be directed at the fire, not at the smoke. A side-to-side motion should be used to wet the entire burning surface. Water should only be used on class A fires. A multipurpose dry chemical can also be used to subdue the flames and slow further combustion by coating the burning materials. Class A fire extinguishers are easily identified by a green triangle containing the letter A.

Class B Fire – This type of fire occurs in oil, grease, gasoline, and other flammable liquids. These liquids burn and spread quickly. The first step in extinguishing a class B fire is to limit the oxygen on which the fire feeds. Dry chemical, carbon dioxide, or foam extinguishers should be used to smother the flames. Direct the discharge of the extinguisher across the front of the fire. Dry chemical extinguishers should be used with quick side-to-side motions. Carbon dioxide extinguishers should be released at the nearest edge of the fire with slow side-to-side motions. Class B fire extinguishers are identified by a red square containing the letter B.

Class C Fire – This fire involves electrical equipment and requires extinguishing agents that do not conduct electricity. Foam and water are conductors of electricity and therefore should not be used on this type of fire. When the electrical source is disconnected, class C fires often become class A fires. Dry chemical, carbon dioxide, compressed gas, and vaporizing liquid extinguishers should be used on class C fires. Class C fire extinguishers are identified by a blue circle containing the letter C.

Using an inappropriate type of fire extinguisher on a fire may make the fire worsen. Common errors include the use of water on a grease or an electrical fire. A multipurpose dry chemical extinguisher labeled ABC extinguishes most types of fires. Know where fire extinguishers are located, the types of fires they can be used on, and the proper procedure for opening the fire extinguisher.

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Safety in the Workplace, Cont'd.

UNIQUE EMERGENCIES

Robbery is rare in an interior design establishment. Robbery can be defined as taking property that belongs to someone else through the use of violence or intimidation. Individual stores' procedures for reporting such emergencies vary. Emergency procedures should be discussed and understood by all employees.

Shoplifting is a common problem in any retail establishment. Shoplifting can be defined as stealing articles from a store during store hours. Small objects and accessories are easy targets for shoplifters in an interior design establishment. Placing such items away from exit doors, near employees, or in locked display cabinets are examples of ways to reduce shoplifting occurrences. Constant monitoring of the store is another means of prevention.

Shoplifting often occurs even if precautions are taken. Employees must be careful in identifying or accusing a suspected shoplifter. The manager should be notified if an employee suspects a customer of shoplifting.

Laws vary from state to state and from city to city within each state. In Texas, the employee or manager should first follow the suspected shoplifter because it is better to see the customer hide merchandise in his or her pocket or bag. A false accusation could result in a law suit. The suspected shoplifter must then pass the cash register indicating lack of intent to pay for the merchandise. The employee cannot approach or accuse the customer of shoplifting until both the customer and the merchandise have left the store. The business then has the right to retrieve the merchandise by searching the customer's possessions.

Workplace Violence

Follow company policies on handling and reporting workplace violence. Ask to read policies and procedures soon after beginning employment.

Analyzing Set Designs

◆ As you watch television or sit in a movie theater, do not get so involved in the plot that you fail to notice the room settings. Careful thought by skilled set designers goes into the backgrounds of the best television programs and films. When historical accuracy is important, you can be sure a lot of research went into the designs. The networks and film companies must be sure that sets are authentic. Because the companies are flooded with letters if mistakes are made, you usually can be sure of period accuracy. In addition, set designers know the market for new merchandise, so the new lamp, sofa, or headboard you see is probably available on the market.

Purpose of this project: To analyze set design and investigate a potential career in Interior Design.

Resources:
- textbook
- class notes
- television show from the following list:
  - Andy Griffith Show
  - Bewitched
  - The Brady Bunch
  - The Dick Van Dyke Show
  - Donna Reed Show
  - Father Knows Best
  - Happy Days
  - I Love Lucy (you may use the New York apartment, the Connecticut House, or the Beverly Palms Hotel Suite)
  - Leave it to Beaver
  - The Mary Tyler Moore Show
  - The Odd Couple
  - Perry Mason (his law office)

Directions:

–Part One–

1. Read the instructions for the Interior Design Career-connections Project, "Analyzing Set Designs," to determine what information you will be looking for and what you will be producing for your project. Participate in the "sample plan" session in class.

2. Select a television show from the above list that has an interior setting which you want to study. You may want to watch several before you decide. Submit a Floor Plan Request for the television show you have selected. The floor plan will be returned to you as soon as possible.

3. Watch the television show and complete the floor plan as we did the sample plan in class (color, furniture/room color schemes, make notes regarding furniture styles, identify items or details not shown on the floor plan, or note any other information that will help you complete your project). If you have access to a VCR, you might use it for this project. This will enable you to stop or repeat scenes in order to do a better analysis of the set.

Analyzing Set Designs, Cont'd.

4. Select one set — room or rooms — which you can study and complete for Part Two and Part Three of your project.

5. Complete the Progress Report for your Career-connections Project. This part of the project will be due on ______ _______.

–Part Two–

6. On a separate sheet or paper, sketch the set — the room or rooms — which you have selected to study. The sketch, also known as a rough draft, should include furniture placement, doors, windows, lighting, etc., as well as background materials and measurements. Be sure to label everything; this will make it easier to complete the project.

7. After completing the rough draft, you will make a scaled drawing of the floor plan. The rough draft and the scaled drawing of the floor plan will be due on ___________.

–Part Three–

8. You will then "update" the set for the early twenty-first century including furniture, lighting, accessories, and all background materials. You will be given class time to complete this portion of the project.

9. Your final scaled drawing of the floor plan, sketch(es) of the set, collage of interior selections, and explanations/justifications of your selections will be due on ________.

10. You will present your project to the class on ________.

This should be a fun and creatively challenging project. Have fun!!

Analyzing Set Designs: Progress Report

Due Date: ______________

1. What television show did you select? ____

2. What is the name of the set design? ____

3. Describe the set (room or rooms) you selected to analyze and briefly explain its use by the actors.

4. What was the design theme of the set?

5. How were color and background used to convey the design theme?

6. What principles of furniture arrangement did you see that were followed in the set?

7. What principles of furniture arrangement were not followed in the set? Were there reasons for this?

8. How would you evaluate the set in terms of good design principles?

9. Describe the work accomplished thus far on your project.

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Analyzing Set Designs: Progress Report, Cont'd.

10. What new skills have you learned?

11. What skills have you improved?

12. What problems have you experienced so far?

13. How were problems solved?

14. Do you need additional help to continue your project? _______ yes _______ no

15. If yes, when would you like to meet with me?

16. So far, what are some positive results of your project?

17. So far, what are some negative results of your project?

18. Attach your "noted" floor plan of the TV show you have selected.

19. Which room or particular "set" have you selected to update for your final project?

20. Attach other evidence that you have of progress made on your project, such as photos, notes, materials used in the project, receipts, or other items.

Activity Assessment

Activity:

Criteria	3	2	1
Depth and breadth of research	offers accurate analysis of the major and minor issues surrounding the topic; uses three or more references	relates major facts to the basic topic with fair degree of accuracy; uses two references	provides only minor facts basic to the topic; inaccuracies; uses only provided information (text) as reference
Application of knowledge	demonstrates in-depth understanding of the topic; accurately employs all parts of the information	demonstrates general understanding of the topic; employs most parts of the information with fair degree of accuracy	lacks understanding of topic; employs only the most basic parts of the information; several misconceptions about the topic
Written/Oral communication	presents a well organized presentation; message is easily understood	presents a somewhat organized presentation; message is vague	presentation is unorganized; message tends to wander or ramble and hard to understand
Creativity	imaginative, self-initiated finding and use of resources; extensive originality in presentation	considers provided materials; demonstrates adequate originality in presentation	lacks initiative when finding and using resources; lacks originality in presentation

Self-Reflection: On the back of this sheet, write a paragraph that describes how you can use knowledge gained from this activity in the future.

Adapted from Family and Consumer Sciences Education Association (1994). *How do we know they know?* Publication# A261-08482 ISBN 0-911365-35-4 — Copies Available: FCSEA, Central Washington University, 400 E 8th Avenue, Ellensburg, WA 98926.

Brochure Assessment

Part A: Circle the number that indicates how effectively the brochure meets the stated criteria.

	3	2	1
Quality of Research	Accurate analysis of the research Reliable sources Three or more references used	Fair degree of accuracy Some reliability of resources Two references used	Basic information with inaccuracies Questionable reliability One reference used
	3	2	1
Application of Knowledge	Demonstrates in-depth understanding of the topic Accurately uses information in the brochure	Demonstrates general understanding of the topic Uses research information with a fair degree of accuracy in the brochure	Lacks understanding of the topic Uses only the basic parts of the information; several misconceptions
	3	2	1
Written Presentation	Well organized content Attractive, well-designed format Message is clear and easy to understand Typed or computer-formatted Strong eye appeal	Generally well-organized content Adequate design for format Message is sufficiently understood Typed or computer-formatted; adequate appeal	Unorganized content; hard to follow Unattractive format Message is difficult to understand Handwritten or type lacks neatness
	3	2	1
Creativity	Imaginative; originality demonstrated Graphics that make the work "come alive"	Adequate creativity Some use of graphics that add to the presentation	Lacks originality Few or no graphics used or graphics do not relate to text

Brochure Assessment, Cont'd.

Part B: Write a paragraph that describes how you can use the knowledge gained from this activity.

Interior Design

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Source: Adapted from the *Alternative Assessment: A Family and Consumer Teacher's Tool Kit* (1996). Columbus, OH: The Ohio State University, Vocational Instructional Materials Laboratory. Used with permission.

GUIDELINES FOR A CLASSROOM DEBATE

Discussion, Disagreement, and Debate: What's the difference?

Discussion:
- People talking to reach conclusions, to give and receive information, or to express their ideas in an informal and unplanned manner.

Disagreement:
- A disagreement stems from a discussion when individuals' opinions, thoughts, and beliefs differ.
- Like a discussion, a disagreement is usually informal and unprepared.

Debate:
- Opposing viewpoints are presented in a balanced, well organized, and researched manner by individuals or teams to persuade others of their position.
- Participants must have evidence to support their viewpoint.
- A debate does not "prove" or "decide" an issue. The team that offers the strongest debate gives better information for their arguments and effectively addresses arguments from the opposing team.
- In a debate, teams do not "have" arguments, they "present" arguments.
- The team that is "for" the proposition is called the ***affirmative team***. The team that is "against" the proposition is called the ***negative team***.

Preparing and Conducting a Classroom Debate:

1. **Select a topic.**
2. **State a proposition.** A ***proposition*** is the statement of opinions, thoughts, or beliefs on a particular viewpoint.
3. **Select teams.** Select the affirmative and negative teams and a chairperson for each team.
4. **List arguments.** Each team should list their arguments, choose their four strongest arguments, and predict their opponent's four strongest arguments.
5. **Appoint speakers.** Team members can select speakers, or each team member can present one or more arguments.
6. **Research and prepare evidence.** Teams should research and prepare evidence supporting the arguments and prepare a summary statement. Information should not be shared with the other team.
7. **Rehearse the debate.** Teams should rehearse the debate, but the other team should not hear the rehearsal. Arguments should be covered from the least important to the most important.
8. **Conduct the debate.** Team members will state positions they feel are true and will take turns explaining why their position is right and the opponent's position is wrong. An equal number of people should speak in an established order for equal amounts of time.
9. **Present decision of audience.** An audience will listen to the debates and decide which team presented the strongest case for their team's arguments.

Internet Terminology

AUP	*Acceptable Use Policy*; a written agreement signed by teachers, students, and parents outlining the terms and conditions of Internet use
Bookmarks	a list on your computer of your favorite Web pages
Browser	a special software program used to navigate the World Wide Web
Download	to copy information from another computer (Note: Upload means to send information to another computer.)
E-mail	Electronic mail; exchange of messages with people around the world over the Internet
FAQ	*Frequently Asked Questions*; files containing common questions asked and their answers
Home Page	the first page you see when you start your Web browser
HTML	*Hypertext Markup Language*; programming language used for creating Web pages
Hypertext	text on a Web page that contains links to other Web pages
Internet	the global computer network that connects millions of computers
ISP	*Internet Service Provider*; a company that provides access to the Internet through a phone line
Netiquette	rules of conduct for Internet users
URL	*Uniform Resource Locator*; the address used to locate a specific Web page
Web Page	a document stored on a computer that contains information and possibly graphics, sound, and even movies
Web Site	a university, government agency, or company that stores Web pages that you can view
WWW	World Wide Web; an Internet system that offers vast amounts of information

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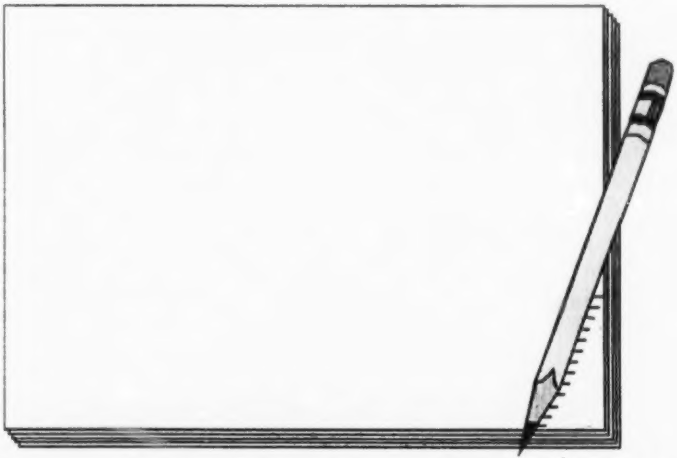
"Jeopardy" Game Instructions

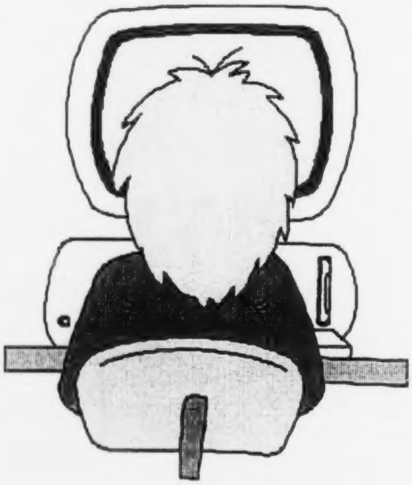
1. Use questions and answers written on 3x5 cards (answer on the front, question on the back) as subject matter for the "Jeopardy" game.
2. Divide 3x5 cards into three stacks. Assign cards in each stack 10 points, 20 points, and 30 points, respectively. Write the point value on the front of the card (along with the answer).
3. Form teams of 3-4 students, and give each team a colored "responder" card.
4. Have each team select a team captain and team scorekeeper.
5. The teacher reads aloud the answer from a card. The team captain who holds up the responder card first has the first opportunity to answer.
6. All team responses must be given in the form of a question. For example, you say, "providing their children proper nutrition." The correct student response would be something like, "What is a responsibility parents have related to physical development of their children?"
7. If the first team to respond gives the correct answer, they receive the point value for that item. If they answer incorrectly, then the point value is subtracted from their score and another team is given the opportunity to answer.
8. The team captain must confer with the team members before responding with a question.
9. The team captains hold up the "responder" card when their team is ready to respond. Only the team captain can hold up the responder card.
10. The team scorekeeper is responsible for keeping the correct score for the team. The scorekeeper should be included in determining the correct responses.
11. The team with the highest score is the winner.



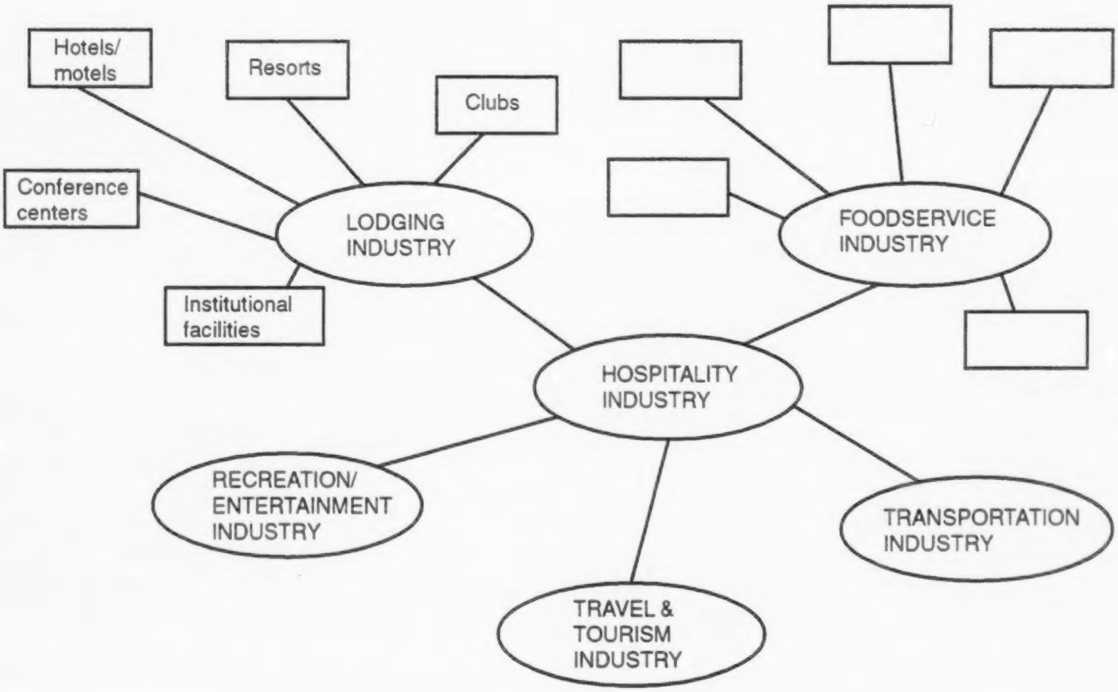
Netiquette

Netiquette is the accepted rules of conduct for Internet users. If you are going to use the Internet, you need to be aware of these rules:

- Always remember that there is a person at the computer on the other end.
- The Internet is not private. Do not type anything that you would not show your boss, your teacher, your principal, or your grandmother.
- DO NOT TYPE IN ALL CAPS BECAUSE THAT IS CONSIDERED SHOUTING.
- Always complete the subject line when sending a message so that the receiver can identify your subject.
- When responding to a message, state what you mean. Avoid just yes or no responses.
- Do not ramble on with your communication. Stay on the subject at hand.
- Never write put-downs. Respect others and their viewpoints.
- Do not copy other people's messages without their permission.
- Avoid obscenities or any offensive language.
- Be careful with humor; others may not be able to tell when you are "just kidding." Use a "smiley" [:)] to show you are kidding.



Web Diagram


Hotels/ motels
Resorts
Clubs
Conference centers
LODGING INDUSTRY
Institutional facilities
FOODSERVICE INDUSTRY
HOSPITALITY INDUSTRY
RECREATION/ ENTERTAINMENT INDUSTRY
TRANSPORTATION INDUSTRY
TRAVEL & TOURISM INDUSTRY